Cover Page

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1. Eligible Agency (State Board) Submitting Plan on Behalf of State:
   Agency Name: Arkansas State Board of Education

2. Lead individuals completing this plan:
   Select the lead individuals completing the plan. If additional individuals without accounts will be completing the plan, return to the Submit Your Report page and click “Request Access” to submit a request for additional user accounts.

   1. A. Please select the individual responsible for the narrative descriptions in this plan:
      Charisse Childers

   2. B. Please select the individual responsible for the budget in this plan:
      Lorna Claudio

   3. C. Please select the lead individual who may be contacted to answer questions about this plan:
      Charisse Childers

3. Type of Perkins V State Plan Submission:
   - ☐ 1-Year Transition Plan (FY 2019 only)
   - ☐ State Plan (FY 2019-2023)

4. Submission of Perkins V State Plan as part of a Workforce Innovation and Opportunities Act (WIOA) combined State Plan:
   - ☐ Yes
   - ☐ No

5. Governor’s Joint Signatory Authority of the Perkins V State Plan:
   Date Governor was sent State Plan for signature:

If the Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department, please upload the letter.
Transition Plan
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U. S. Department of Education
Office of Career, Technical, and Adult Education

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

I. COVER PAGE

A. State Name: Arkansas

B. Eligible Agency (State Board) Submitting Plan on Behalf of State:
Arkansas State Board of Education

C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.

1. Name: Greg Rogers

2. Official Position Title: ADE Assistant Commissioner of Fiscal & Administrative Services

3. Agency: Arkansas Department of Education

4. Telephone: (501) 682-4476  Email: Greg.Rogers@arkansas.gov

D. Individual serving as the State Director for Career and Technical Education:

Check here if this individual is the same person identified in Item C above and then proceed to Item E below.

1. Name: Dr. Angela Kremers

2. Official Position Title: Director of the Division of Career & Technical Education

3. Agency: Arkansas Department of Education

4. Telephone: 501-683-1705  5. Email: angela.kremers@arkansas.gov

E. Type of Perkins V State Plan Submission - FY 2019 (Check one):

☐ 1-Year Transition Plan (FY2019 only) – if an eligible agency selects this option, it will need only to further complete Items G and J.

☐ State Plan (FY 2019-23) – if an eligible agency selects this option, it will complete Items G, I, and J
F. Type of Perkins V State Plan Submission - Subsequent Years (Check one):\(^1\)

- [ ] State Plan (FY 2020-23)
- [ ] State Plan Revisions (Please indicate year of submission: ______________)

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (Check one):

- [ ] Yes
- [x] No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – Subsequent Years (Check one):\(^2\)

- [ ] Yes (If yes, please indicate year of submission: ______________)
- [ ] No

I. Governor’s Signatory Authority of the Perkins V State Plan (Fill in text box and then check one box below):\(^3\)

<table>
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<th>Date Governor was sent State Plan for signature:</th>
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- [ ] The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.
- [ ] The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

<table>
<thead>
<tr>
<th>Authorized Representative Identified in Item C Above (Printed Name)</th>
<th>Telephone:</th>
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<tbody>
<tr>
<td>Angela Kremers</td>
<td>(501) 682-1040</td>
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<table>
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<tr>
<th>Signature of Authorized Representative</th>
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<td>[Signature]</td>
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\(^1\) Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

\(^2\) Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

\(^3\) Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.
B.2 Implementing Career and Technical Education Programs and Programs of Study

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

The Arkansas Department of Career Education (ARCareerEd), Career and Technical Education, aligns career and technical education programs and Programs of Study based on best practices and recognized national standards. The National Career Clusters® Framework provides infrastructure for organizing and delivering 16 Career Clusters supporting 61 comprehensive Programs of Study. The primary goals for support, development, and improvement are to address industry needs and to help students navigate their way to greater success in college and career. Career Clusters provide essential knowledge and skills to bridge secondary and postsecondary curriculum. They also facilitate individual student plans of study for a complete range of career options to help students discover interests. Participation in Career Clusters empowers CTE students to choose the educational pathway that can lead to success in high school, college, and career.

Arkansas programs and Programs of Study support the National 16 Career Clusters® which include the following: Agriculture; Food and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communications; Business Management and Administration; Education & Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Marketing; Science, Technology, Engineering and Mathematics; Transportation, Distribution and Logistics.

The current frameworks for Programs of Study follow recommendations from the U.S. Department of Education's Office of Career Technical and Adult Education (https://cte.ed.gov/initiatives/octaes-programs-of-study-design-framework) and will transition to national standards based on other major national associations. The framework guides the development and implementation of Programs of Study to ensure effectiveness and drives improvement. Review of academic standards for CTE Programs of Study include the following for continuous improvement:

Arkansas Standards of Accreditation ARCareerEd Defined Requirements

1-A.1.2 For Grades 5-8, all students shall receive instruction annually in each of the following content areas (S/P):
1-A.1.2.1 English Language Arts;
1-A.1.2.2 Mathematics;
1-A.1.2.3 Science;
1-A.1.2.4 Social Studies;
1-A.1.2.5 Physical Education;
1-A.1.2.7 Health and Safety; and
1-A.1.2.8 Career and Technical Education.

To comply with State Standard 1-A.1.2.8, ARCareerEd defines the foundation courses required for all Career and Technical Education (CTE) program as:

Courses 399050 Keyboarding 7-8 or KeyCode 399320 and 399280 Career Development shall be instructed in grades 7 or 8 annually. If a district wishes to offer Keyboarding at a grade level lower than grade 7, approval must be sought from ARCareerEd prior to implementation. This request should be submitted to the Program Coordinator of the Business and Marketing Education office.
If a school currently has an approved transition plan in place which allows Keyboarding to be taught in a grade lower than 7, ARCareerEd will honor the provisions of the approved plan until such time as the school requests the plan be rescinded.

1-A.1.3 For Grades 9-12, the following content areas shall be offered annually for a total of 38 units, except as otherwise allowed by law and these rules (S/P):
1-A.1.3.1 English Language Arts - 6 units;
1-A.1.3.2 Science - 5 units;
1-A.1.3.3 Mathematics - 6 units;
1-A.1.3.4 Computer Science - 1 unit;
1-A.1.3.5 Foreign Languages - 2 units of the same language;
1-A.1.3.6 Fine Arts - 3 ½ units;
1-A.1.3.7 Social Studies - 4 units;
1-A.1.3.8 Health and Safety Education and Physical Education - 1 ½ units; and
1-A.1.3.9 Career and Technical Education - 9 units of sequenced career and technical education courses representing three (3) occupational areas.

To comply with State Standard 1-A.1.3.9, schools must:
Offer one program of study from three different Occupational Areas annually. Each Occupational Area defines the required entry level (core) course for each Program of Study. Core courses must be offered annually.

The following are the current Programs of Study to be supported and improved by the State:

**Agricultural Science and Technology**
*Career Cluster:* Agriculture, Food, and Natural Resources
*Program of Study:* Agribusiness Systems; Agricultural Power, Structural, & Technical Systems; Animal Systems; Food Products & Processing Systems; Meats Processing Systems; Natural Resources/Environmental Service Systems; Plant Systems

**Business and Marketing Technology**
*Career Cluster:* Business Management and Administration
*Program of Study:* Medical Office Administration; Office Administration; Management
*Career Cluster:* Finance
*Program of Study:* Accounting; Banking; Securities, Investments, Risk, and Insurance
*Career Cluster:* Hospitality and Tourism
*Program of Study:* Hospitality and Tourism
*Career Cluster:* Information Technology
*Program of Study:* Social Media and Communications; Web Design
*Career Cluster:* Marketing Sales and Service
*Program of Study:* Entrepreneurship; Marketing
*Career Cluster:* Transportation, Distribution, and Logistics
*Program of Study:* Supply Chain and Logistics

**Family and Consumer Sciences Education**
*Career Cluster:* Education and Training
*Program of Study:* Education and Training
*Career Cluster:* Hospitality and Tourism
*Program of Study:* Culinary Arts; Food Production, Management, and Services
*Career Cluster:* Human Services
Program of Study: Consumer Services; Child Care Guidance, Management, and Services; Advanced Nutrition and Dietetics; Family and Consumer Sciences Education; Cosmetology

**STEM**

**Career Cluster:** Architecture and Construction  
**Program of Study:** Architectural/CAD; Engineering/CAD  
**Career Cluster:** Health Sciences  
**Program of Study:** Biomedical Sciences  
**Career Cluster:** STEM  
**Program of Study:** Pre-Engineering; Innovations in Science and Technology  
**Career Cluster:** Information Technology  
**Program of Study:** Computer Engineering; Mobile Application Development; Programming

**Trade and Industry**

**Career Cluster:** Architecture and Construction  
**Program of Study:** Construction Technology; Heating, Ventilation, Air Conditioning/Refrigeration  
**Career Cluster:** Arts, A/V Technology, and Communications  
**Program of Study:** A/V Tech and Film; Radio Broadcasting; Television Production; Advertising and Graphic Design; and Photography  
**Career Cluster:** Government and Public Administration  
**Program of Study:** JROTC (Air Force, Army, Marines, and Navy)  
**Career Cluster:** Health Science  
**Program of Study:** Medical Professions; Sports Medicine  
**Career Cluster:** Manufacturing  
**Program of Study:** Advanced Manufacturing; Welding; Industrial Technologies  
**Career Cluster:** Transportation, Distribution, and Logistics  
**Program of Study:** Automotive Collision Repair Technology; Automotive Service Technology; Aviation Technology; Medium/Heavy Truck Technology

Programs of Study will be audited at the state level and made available for adoption by eligible recipients. The audit will also be based on stakeholder engagement and feedback from local needs assessments.

Anticipated Programs of Study will also include new programs based on the success of the following currently in pilot and being developed:

**Unmanned Ariel Systems (UAS):** This program is currently in the pilot stage and will be available for all schools to implement in 2019-2020. Students enrolled in the program of study have the opportunity to earn the Federal Aviation Association’s Part 107 Licensure to use drones commercially as well as engage in building, repairing, and flying drones.

**Cybersecurity:** This program consists of multiple cyber literacy and cyber science courses to engage students in a hands-on, project-driven curriculum. Students enrolled in the program of study have the opportunity to earn the CompTIA A+ certification.

*b. Describe the process and criteria to be used for approving locally developed Programs of Study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—*
i. promote continuous improvement in academic achievement and technical skill attainment;

At the secondary level, applications to implement new Programs of Study are reviewed by content area personnel and include evaluation of the inclusion of state academic standards (including literacy, math, and science), local industry needs and support for the program, district capacity to house and maintain the program, district support for the program, and postsecondary programs available in the area for concurrent credit and/or further education.

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

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

Academic programs which are not program-specific accredited/licensed/state certified will be reviewed by external reviewers/consultants. The institution will complete a comprehensive self-study that is reviewed by the program consultants. Components of the self-study will include, but not be limited to, information related to:

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

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

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

The Career Development course is a requirement for all students, including special populations, to complete by the end of their 8th grade year. As part of this course, students develop an awareness of the Programs of Study available for participation as well as developing a 4-6 year career plan which is a component of Arkansas’s ESSA Student Success Plan in all schools.

Students who meet the criteria for identification as a member of special populations as defined by Perkins V legislation shall be provided with the vocational assessment, guidance, counseling, and career development in order to ensure his/her success in the career focus program of study.

Jobs for Arkansas Graduates (JAG), an affiliate of Jobs for America’s Graduates. JAG is a program designed for special population students enrolled in CTE programs and encourages youth with significant barriers or at-risk of leaving school to achieve high school graduation. JAG is available to middle level and secondary schools using the approval process noted for CTE programs (B.2.b.i). The JAG course provides academic support, remediation, credit recovery, career soft skills instruction, employer engagement, project-based career learning, and an
opportunity to achieve credit for work-based learning experiences, leading them to further education or training and rewarding careers. JAG students explore career opportunities in and out of the classroom to provide awareness of the career and technical education programs available to them in high school and postsecondary settings.

The Office of CTE Special Projects is working closely with Arkansas Transition Services (ATS) and Arkansas Rehabilitation Services (federal Vocational Rehabilitation program) to educate special education teachers and advocates on the benefits of CTE to students with disabilities. This team develops professional development opportunities to improve opportunities for students with disabilities in CTE classes and the level of career counseling provided.

Arkansas Career Pathways Initiative is a partnership between community colleges, workforce development agencies, employers and social service providers. The Career Pathways Initiative (CPI) provides low-income individuals with the higher education skills and credentials they need to gain immediate entry into targeted occupations–ultimately leading these individuals to economic self-sufficiency.

The program is administered in collaboration with the Arkansas Department of Workforce Services (DWS) and Arkansas Community Colleges (ACC). Together with the state Workforce Investment Board (WIB), these agencies plan the Career Pathways Initiative.

Career Pathways Initiative (CPI) serves current and former Transitional Employment Assistance (TEA) recipients, or TANF eligible students, currently or newly enrolled at one of the participating public two-year colleges in Arkansas or in a program administered by participating two-year colleges.

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

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

All career and technical education course curriculum frameworks and standards include instruction and activities in employability skills. Resources are also provided for the teachers. Products supporting employability skills are made available for every secondary school to request. One example of such products is the ACT WorkKeys 2.0 curriculum which allows students to earn a National Career Readiness Certificate and to receive training in employability skills.

Arkansas Department of Higher Education approves new postsecondary Programs of Study. This approval is based in part on a survey of local business needs including the types of technical and employability skills required for expected positions.

c. Describe how the eligible agency will—

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

Career Development Class: offered in the 7th or 8th grade, investigate high school and postsecondary Programs of Study, plan high school and postsecondary education/training coursework, discuss concurrent credit options, discuss work-based learning opportunities available in the district. Parental input is requested to assist the student
in their educational and career planning. Plans are adapted to the student’s primary language and that of the parents’ as appropriate.

**Statewide Career Planning System:** Beginning the 2019 – 20 school year, the Arkansas Department of Education will provide assistance to schools in providing access to a career planning system for all students in their districts. The system will include: interest and aptitude inventories, 4-6 year career plan development, secondary program of study information, postsecondary institution information and program information, with parent access. Perkins funds are currently used to assist schools in accessing a career planning system for students in grades 8-12.

**Career Coach Program:** The College and Career Coach Program is designed to motivate and support Arkansas students and adults achieve their goals as it relates to college and career planning through intensive hands-on, programs and services. In middle and high schools, Career Coaches work in partnership with the Career Development instructors and school counselors to assist with the development and revision of student college and career plans.

**Post-secondary:** At the postsecondary level, the Arkansas Department of Higher Education (ADHE) maintains a list of approved degree programs for all public colleges and universities. This list is available on the ADHE website and is updated as changes in programs occur. Each institution provides information on all academic programs in an annual course catalogue which is available online. ADHE maintains concurrent credit and articulation agreements primarily for general education courses, however, the demand to add CTE programs is increasing. The concurrent credit agreements are negotiated at the local level. Information regarding work-based learning opportunities and early college credit, as well as academic guidance and career advising are the responsibility of the college and not regulated by ADHE. Efforts in these areas vary by college but all generally have programs that provide support for economically disadvantaged, the disabled, minorities, and Veterans. Much of this support is funded in part through federal programs such as TRIO and STEM Success but the majority of colleges have also identified specific needs and have implemented programs through college resources and/or community partnerships. The Arkansas Career Pathways Initiative uses state and federal TANF funds to enroll and graduate students who meet TANF eligible guidelines. The choice of format for publicizing academic/CTE programs and available student support as well as non-English language materials is a decision of the college.

ADHE has developed a web-based listing of approved Programs of Study for the purpose of verifying Perkins requirements. It is not a complete listing of secondary to postsecondary programs and, while public, is not adequately structured for use by students, parents or school personnel.

ADHE maintains the Arkansas Course Transfer System which allows high school and college students to determine transferability of general education college credit courses between public institutions. There is no equivalent of this for CTE courses but interest in pursuing is growing.

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

**Methods of Administration:** The agency provides technical assistance to guide districts in providing career and technical program accessibility information to students, parents, and the community. This includes the provision of accommodations, physical accessibility, and language if predominate language groups are represented in the student population. The agency will continue to inform school administration of current policies regarding gender
equity, discrimination, and nontraditional training with the intention that these policies be infused into the local curriculum and instruction.

**Jobs for Arkansas Graduates:** JAG is expanding programs offered in the state in order to provide focused career skill training and work-based learning opportunities to students from special populations. JAG programs are available for middle level, high school, alternative education, adult education, and in postsecondary education. Partnerships with rehabilitation and transition services are being developed to further enhance student accessibility.

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

As described by the Arkansas ESSA State Plan, schools will receive recognition (or points) in the school index for the concurrent credit participation of the district’s students. Also, Arkansas Law directs schools to offer concurrent credit in high quality CTE programs (2011, Act 743).

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

Secondary definitions are as they occur in the current ARCareerEd Operational Guide and Policy and Procedures Manual, which are in effect through the 2019 – 2020 school year. These terms will be reviewed and updated during the transition year, according to Perkins V legislation. The current definitions are as follows:

- **Size:** Class periods shall conform to the minimum class hours established by the Arkansas Department of Education Standards for Accreditation of Public Schools: however, enrollments may vary and will depend on the availability of equipment, tools, furniture, and instructional materials that support the program. Program equipment requirements and safety conditions shall be a consideration in establishing class size.

- **Scope:** To comply with State Standard 1-A.1.3.9, schools must offer one Program of Study from three different Occupational Areas annually. Each Occupational Area defines the required entry level (core) course for each Program of Study. Core courses must be offered annually. Each Career and Technical Education (CTE) Occupational Program Area issues equipment lists annually. The equipment lists are considered the minimum equipment necessary for students to master the program area standards established by ARCareerEd. The current version of equipment lists applies to new programs being implemented during the school year in which the equipment lists are issued.

- **Quality:** Approved programs are to follow all policies and procedures as well as program guidelines established and identified in the supplemental program operational guides and by approval of the ARCareerEd Deputy Director and/or their designee. Programs are expected to participate in end-of-course assessment or an approved substitute, shall meet or show improvement in documented performance indicators, shall remove all critical elements identified in technical assistance visits, and follow all required program guidelines. Approved programs will be reviewed annually to insure quality. Each approved program shall have an active advisory council with diverse representation including industry applicable to the program area. Improvements to programs may occur based on information and recommendations made by the advisory council.

**Sufficient Size, Scope and Quality for post-secondary:**

Perkins legislation requires that funded activities be of sufficient size, scope and quality as to be effective. The following definitions provide guidance in determining whether a potential activity meets these criteria.
• Size
  • Perkins addresses size of programs through the minimum grant award amount. The receiving institution or consortium must meet the minimum threshold of $50,000 in order to receive a grant.
  • The receiving institution or consortium must offer no less than five programs of CTE study.

• Scope
  • Funded Programs of Study must correlate with the assigned CIP code descriptor.
  • Programs of Study should include classroom instruction, laboratory and work-based instruction as approved by the Arkansas Higher Education Coordinating Board.
  • Instruction must be competency based.
  • Programs of Study shall require the following number of undergraduate semester credit hours:
    - Certificate of Proficiency 7-18
    - Technical Certificate 24-42
    - Associate Level Degree 60-72

• Quality
  • The curriculum for each Program of Study is approved by the Arkansas Higher Education Coordinating Board at the time program approval was requested. A syllabus for each course within the Program of Study is used by the instructor to assure that the desired quality of the program, as approved, is being achieved.
  • Supplies and materials are sufficient to enable students to achieve the competencies specified for each program.
  • Class, laboratory facilities and equipment will be fully accessible to all students.
  • The selection and location of equipment will follow safety rules and regulations.
  • Faculty shall meet the minimum credential requirements.

B.3. Meeting the Needs of Special Populations

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

The agency ensures that students from special populations have access to all programs offered in career and technical education. As the state agency responsible for the Vocational Education Methods of Administration (MOA) program, the MOA process provides opportunity for the agency to monitor secondary and postsecondary schools offering career and technical education. Responsibilities under the MOA program are set out in the Guidelines for Eliminating Discrimination and Denial of Services based on Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs (Appendix B of the Title VI regulation and the Section 504 regulation, and Appendix A of the Title IX regulation). MOA responsibilities include conducting targeted compliance reviews of selected secondary and postsecondary schools that provide career and technical education; securing corrective action upon civil rights violations; and periodically reporting civil rights activities and findings to the Office for Civil Rights. The MOA program partners with OCR and OCTAE to guide and assist CTE programs in their civil rights compliance activities through technical assistance visits, webinars, and on-site monitoring of schools offering CTE courses through a designated targeting plan.

The Office of CTE Special Populations will collaborate with the State Approving Agency for Veterans, as well as, McKinney-Vento program to identify students with parents in active duty military serve in order to provide additional support services.
JAG, through its selection process, will identify students eligible for the program based on identified barriers to on-time graduation and provide support services, including opportunities for career soft-skill training, supervised work-based learning experiences, and community employer engagement opportunities.

Career Coach Program ELL Coordinator will provide professional development on providing college and career planning services for Spanish-speaking students. The ELL Coordinator will also assist with the development of materials designed to promote CTE programs and student organizations to ELL students.

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

The agency follows the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs (Appendix B of the Title VI regulation and the Section 504 regulation, and Appendix A of the Title IX regulation) in order to ensure that members of special populations are neither discriminated against nor denied access to career and technical education Programs of Study.

The Office of Special Populations will provide professional development to faculty and administration to increase understanding of students from special populations and provide resources with partnering agencies in order to offer appropriate support services within Career and Technical Education.

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

Each student identified as disabled and/or handicapped under the guidelines of the Special Education Section of ADE and admitted to career and technical education program(s) must have an Individualized Education Plan (IEP) developed prior to placement in the program.

State funding, through Appropriation 681, is available to local school districts and educational cooperatives for the purchase of adaptive equipment for students with physical disabilities enrolled in funded career and technical education programs. This funding assists to ensure equitable access to and student success in CTE Programs of Study.

The ARCareerEd Office of Special Projects is working closely with Arkansas Transition Services and Arkansas Rehabilitation Services to provide professional development and educate CTE teachers on the appropriate and reasonable classroom accommodations and teaching strategies to assist students with disabilities in CTE courses.

**C. Fiscal Responsibility**

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

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

At the secondary level, the evaluation of integration of content hinges upon the state’s ability to effectively identify the population of students that CTE must be held accountable for assisting – those students enrolled in CTE programs or sequences. Eligible recipients will submit their annual plan with academic based projects that are tied back to their state approved plan including the local needs assessment and meeting the guideline and standards in literacy, math and science according to the State ESSA plan. The data reviewed at the local level for the projects must address the description, justification, and benefit to the students in achieving the math, literacy, and science scores (10th grade Aspire scores are used). Once submitted, the state agency will review for the projects to see if
they meet the criteria that ties back to increasing academic attainment in their local plan. Objectives and outcomes will be added and submitted. There are five levels of approval in our online platform: 1) program adviser; 2) program manager; 3) Perkins administrator, 4) Associate Director of CTE; and 5) Deputy Director. Each level reviews the projects to ensure that the academic achievement would improve if the size, scope, and quality of the projects were met. The projects will also be reviewed to show that the method of determining allowable costs are followed. The final approval is not given until the project meets all criteria.

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

Using the same process as stated in (C)(1)(a.), the eligible recipient will submit a project that includes the State approved Industry Recognized Credentials identified to support each Program of Study. The list of recognized credentials will be available on the ARCareerEd.org website. If a local credential, identified in their needs assessment is chosen, that will be submitted. The recipient will need to respond to what supplemental resources will be used, if any, to reinforce the skills needed for a passing score.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
   a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace

The split of the local funds between secondary and postsecondary has historically been based on student enrollment in programs. With the reauthorization of Perkins V, the Perkins IV split of 75 percent secondary and 25 percent postsecondary allows for a more stable funding stream for both groups. The enrollment of secondary students far exceed the enrollment of postsecondary and maintaining the same split of funds is justified. The secondary allocation formula uses the student membership data collected by the national census for students ages 5-17 distributing 30 percent of the funds. The remaining 70 percent of the funds are distributed on the number of individuals ages 5-17 who reside in the district and are from families below the poverty level. The fluctuation of poverty to areas of Arkansas has resulted in a variation of change in funding in the past few years.

The postsecondary allocation formula uses the number of Perkins concentrators who are Pell grant recipients or recipients of assistance from the Bureau of Indian Affairs.

b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

A representative from each district that assigns funds to a consortium is the policy-making board for the consortium. A copy of the minimum requirements for a memorandum of understanding and assignment form for consortium members should be completed by each consortia school.

Funds allocated to a consortium formed shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.
The consortium members (districts that assign funds to the consortium) are responsible for all policy decisions regarding the operation of the consortium. The executive director or other staff members of the consortium fiscal agent are not the policy makers -- the consortium member districts as a whole are responsible. This means that a board, comprised of a representative from each consortium member district, should make all policy decisions regarding the operation of the consortium. A yearly consortium board meeting shall be held to determine that all Perkins guidelines are followed in reference to legislative audit requirements with agenda, sign in sheets, and minutes forwarded to the ARCareerEd Accountability Office. As a general observation, the educational cooperative board is NOT the same as the consortium board. Only the districts that assign funds to the consortium should have a representative on the consortium board. One of the primary expressions of consortium policy should be the local plan. This document sets forth the consortiums overall plan of action and methods that will be used to implement the plan. That plan should be the basis for legal standing on activities undertaken by the consortium.

Consortia fiscal agents must have a system in place to monitor the use of equipment purchased with Perkins funds during its useful life cycle ACEbook, which is ARCareerEd’s online project submission portal, tracks all inventoried items based on the UGG guidelines.

All member districts shall receive services from the Consortium in accordance with demonstrated need. Services shall be provided on a consortium-wide basis. The specific activities funded by the Consortium on member campuses, however, may vary as needs on individual campuses indicate, provided these activities have merit toward improvement of the member institutions performance on the core indicators. The goal of the consortium is to have all students, college and career ready. The students will have the skill sets leading to a successful wage to be a productive citizen.

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

Please refer to the budget page for specific amounts allocated for the eligible entities (IV. Budget)).

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

a. Applications are submitted for the 1% funds to institutions and department of corrections which is 130,361.63. 
b. Applications are submitted for the non-traditional funds available which is $75,000 
c. Applications are submitted for innovative activities by sub-recipients which is up to 10% of Leadership Reserve funds.

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

The allocations calculated from the census data (70% poverty/30% population) will be used to reflect the population and funding for the sub-recipients. Any changes in geographical boundaries or charters will be adjusted according to documentation collected for populations of all interested entities.
<table>
<thead>
<tr>
<th>Consortia</th>
<th>Total Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR River</td>
<td>$282,082</td>
</tr>
<tr>
<td>Arch Ford</td>
<td>$488,911</td>
</tr>
<tr>
<td>Crowley's Ridge</td>
<td>$307,233</td>
</tr>
<tr>
<td>Dawson</td>
<td>$455,984</td>
</tr>
<tr>
<td>DeQueen/Mena</td>
<td>$170,900</td>
</tr>
<tr>
<td>Great Rivers</td>
<td>$282,949</td>
</tr>
<tr>
<td>Guy Fenter</td>
<td>$575,178</td>
</tr>
<tr>
<td>Northcentral</td>
<td>$166,901</td>
</tr>
<tr>
<td>Northeast</td>
<td>$256,045</td>
</tr>
<tr>
<td>Northwest</td>
<td>$212,616</td>
</tr>
<tr>
<td>OUR</td>
<td>$238,947</td>
</tr>
<tr>
<td>South Central</td>
<td>$160,013</td>
</tr>
<tr>
<td>Southeast</td>
<td>$360,647</td>
</tr>
<tr>
<td>Southwest</td>
<td>$159,670</td>
</tr>
<tr>
<td>WD Mills</td>
<td>$264,951</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Single LEA</th>
<th>Total Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Batesville School District</td>
<td>$52,053</td>
</tr>
<tr>
<td>Beebe School District</td>
<td>$49,301</td>
</tr>
<tr>
<td>Benton School District</td>
<td>$59,413</td>
</tr>
<tr>
<td>Bentonville Public Schools</td>
<td>$145,666</td>
</tr>
<tr>
<td>Blytheville School District</td>
<td>$67,730</td>
</tr>
<tr>
<td>Bryant Public Schools</td>
<td>$94,978</td>
</tr>
<tr>
<td>Cabot Public Schools</td>
<td>$120,372</td>
</tr>
<tr>
<td>Camden Fairview School District</td>
<td>$56,417</td>
</tr>
<tr>
<td>Conway Public Schools</td>
<td>$151,877</td>
</tr>
<tr>
<td>DeQueen School District</td>
<td>$53,955</td>
</tr>
<tr>
<td>Fayetteville School District</td>
<td>$132,852</td>
</tr>
<tr>
<td>Fort Smith Public Schools</td>
<td>$293,576</td>
</tr>
<tr>
<td>Greene County Technical School District</td>
<td>$52,384</td>
</tr>
<tr>
<td>Harrison School District</td>
<td>$48,759</td>
</tr>
<tr>
<td>Highland School District</td>
<td>$40,787</td>
</tr>
<tr>
<td>Jacksonville North Pulaski School District</td>
<td>$108,075</td>
</tr>
<tr>
<td>Jonesboro Public Schools</td>
<td>$127,431</td>
</tr>
<tr>
<td>Little Rock School District</td>
<td>$462,755</td>
</tr>
<tr>
<td>Magnolia School District</td>
<td>$70,079</td>
</tr>
<tr>
<td>Marion School District</td>
<td>$61,062</td>
</tr>
<tr>
<td>Mena Public Schools</td>
<td>$45,941</td>
</tr>
<tr>
<td>Mountain Home School District</td>
<td>$59,011</td>
</tr>
<tr>
<td>Mountain View School District</td>
<td>$39,789</td>
</tr>
<tr>
<td>Newport School District</td>
<td>$35,549</td>
</tr>
<tr>
<td>North Little Rock School District</td>
<td>$189,532</td>
</tr>
<tr>
<td>Secondary Perkins Grant 2019-2020 Coop/Single LEA</td>
<td>Total Grant</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Pulaski County Special School District</td>
<td>$227,159</td>
</tr>
<tr>
<td>Rogers Public Schools</td>
<td>$225,009</td>
</tr>
<tr>
<td>Sheridan School District</td>
<td>$57,033</td>
</tr>
<tr>
<td>Siloam Springs Schools</td>
<td>$73,392</td>
</tr>
<tr>
<td>Springdale School District</td>
<td>$332,340</td>
</tr>
<tr>
<td>Texarkana School District</td>
<td>$117,242</td>
</tr>
<tr>
<td>Trumann Schools</td>
<td>$36,849</td>
</tr>
<tr>
<td>Vilonia School District</td>
<td>$37,021</td>
</tr>
<tr>
<td>West Memphis School District</td>
<td>$138,652</td>
</tr>
<tr>
<td>Wynne Public Schools</td>
<td>$46,334</td>
</tr>
<tr>
<td>Institution</td>
<td>Funding</td>
</tr>
<tr>
<td>-------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Arkansas Northeastern College</td>
<td>$61,359</td>
</tr>
<tr>
<td>Arkansas State University-Beebe</td>
<td>$191,330</td>
</tr>
<tr>
<td>Arkansas State University-Mountain Home</td>
<td>$98,454</td>
</tr>
<tr>
<td>Arkansas State University-MidSouth</td>
<td>$76,420</td>
</tr>
<tr>
<td>Arkansas State University-Newport</td>
<td>$125,787</td>
</tr>
<tr>
<td>Arkansas Tech University</td>
<td>$122,719</td>
</tr>
<tr>
<td>Black River Technical College</td>
<td>$103,474</td>
</tr>
<tr>
<td>College of the Ouachitas</td>
<td>$78,931</td>
</tr>
<tr>
<td>East Arkansas Community College Consortium</td>
<td>$88,971</td>
</tr>
<tr>
<td>North Arkansas College</td>
<td>$119,093</td>
</tr>
<tr>
<td>National Park College</td>
<td>$196,629</td>
</tr>
<tr>
<td>NorthWest Arkansas Community College</td>
<td>$159,813</td>
</tr>
<tr>
<td>Ozarka College</td>
<td>$117,420</td>
</tr>
<tr>
<td>Phillips Community College of the University of Arkansas</td>
<td>$64,427</td>
</tr>
<tr>
<td>South Arkansas Community College</td>
<td>$106,263</td>
</tr>
<tr>
<td>Southern Arkansas University Technical College</td>
<td>$54,666</td>
</tr>
<tr>
<td>Southeast Arkansas Community College</td>
<td>$91,760</td>
</tr>
<tr>
<td>University of Arkansas Community College-Cosattot</td>
<td>$97,338</td>
</tr>
<tr>
<td>University of Arkansas Community College-Batesville</td>
<td>$88,413</td>
</tr>
<tr>
<td>University of Arkansas Community College-Hope</td>
<td>$116,583</td>
</tr>
<tr>
<td>University of Arkansas Community College-Morrilton</td>
<td>$92,039</td>
</tr>
<tr>
<td>University of Arkansas-Fort Smith</td>
<td>$78,094</td>
</tr>
<tr>
<td>University of Arkansas Monticello</td>
<td>$82,277</td>
</tr>
<tr>
<td>University of Arkansas Community College-Pulaski Tech</td>
<td>$158,419</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,570,679</strong></td>
</tr>
</tbody>
</table>
6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
   a. include a proposal for such an alternative formula; and
   b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

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

Please see the following page for waiver:
WAIVER PROCESS FOR $15,000 MINIMUM ALLOCATION ON PERKINS

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

Section 131(c) MINIMUM ALLOCATION. –

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

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

- (A) (i) is located in a rural, sparsely populated area, or (ii) is a public charter school operating secondary vocational and technical education programs, and
- (B) demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part.

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

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

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

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
   a. include a proposal for such an alternative formula; and
   b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

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

Not Applicable
If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

The purpose of the Perkins Innovation Grant is to provide Perkins sub-recipients with funding to initiate and implement new and innovative program or projects in Career and Technical Education. This first-time grant proposal will propel CTE classes to becoming the most modern and technologically advanced programs through new equipment, new projects, and/or new initiatives in CTE.

Here you will find the rubric for scoring grants:

<table>
<thead>
<tr>
<th>SCORING RUBRIC FOR INNOVATION GRANT PROPOSAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXEMPLARY</strong></td>
</tr>
<tr>
<td>Description</td>
</tr>
<tr>
<td>Justification</td>
</tr>
<tr>
<td>Benefit</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

The use of labor market data for the area has been discussed in its entirety for the regional/local area.

The use of labor market data for the area has been generally described.

The use of labor market data for the area is insignificant.

No labor market data given.
9. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Baseline for fiscal effort – New Level – aggregate expenditures $26,235,581 estimated (for 2019-20 95% of 2018-19)
Preceding effort (2018-19) – aggregate expenditures $ 27,616,401 estimated
III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

☒ The eligible agency assures that:

1. It made the State plan publicly available for public comment⁴ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and Programs of Study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

⁴
B. EDGAR Certifications

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

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

C. Other Forms

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

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf
### IV: BUDGET

#### B. Budget Form

State Name: Arkansas

Fiscal Year (FY): 2019 - 2020

<table>
<thead>
<tr>
<th>Line Number</th>
<th>Budget Item</th>
<th>Percent of Funds</th>
<th>Amount of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total Perkins V Allocation</td>
<td>Not applicable</td>
<td>$13,036,153.00</td>
</tr>
<tr>
<td>2</td>
<td>State Administration</td>
<td>5%</td>
<td>$651,807.65</td>
</tr>
<tr>
<td>3</td>
<td>State Leadership</td>
<td>10%</td>
<td>$1,303,615.30</td>
</tr>
<tr>
<td>4</td>
<td>Individuals in State Institutions</td>
<td>1%</td>
<td>$130,361.53</td>
</tr>
<tr>
<td>4a</td>
<td>Correctional Institutions</td>
<td>Not required</td>
<td>$</td>
</tr>
<tr>
<td>4b</td>
<td>Juvenile Justice Facilities</td>
<td>Not required</td>
<td>$</td>
</tr>
<tr>
<td>4c</td>
<td>Institutions that Serve Individuals with Disabilities</td>
<td>Not required</td>
<td>$</td>
</tr>
<tr>
<td>5</td>
<td>Non-traditional Training and Employment</td>
<td>Not applicable</td>
<td>$</td>
</tr>
<tr>
<td>6</td>
<td>Special Populations Recruitment</td>
<td>.1% of 10%</td>
<td>$1,304.00</td>
</tr>
<tr>
<td>7</td>
<td>Local Formula Distribution</td>
<td>85%</td>
<td>$11,080,730.05</td>
</tr>
<tr>
<td>8</td>
<td>Reserve</td>
<td>10% of 85%</td>
<td>$1,108,073.00</td>
</tr>
<tr>
<td>9</td>
<td>Secondary Recipients</td>
<td>75%</td>
<td>$831,054.75</td>
</tr>
<tr>
<td>10</td>
<td>Postsecondary Recipients</td>
<td>25%</td>
<td>$277,018.25</td>
</tr>
<tr>
<td>11</td>
<td>Allocation to Eligible Recipients</td>
<td>85% - 10%</td>
<td>$9,972,657.05</td>
</tr>
<tr>
<td>12</td>
<td>Secondary Recipients</td>
<td>75%</td>
<td>$7,479,492.78</td>
</tr>
<tr>
<td>13</td>
<td>Postsecondary Recipients</td>
<td>25%</td>
<td>$2,493,164.26</td>
</tr>
<tr>
<td>14</td>
<td>State Match (from non-federal funds)</td>
<td>Not applicable</td>
<td>$</td>
</tr>
</tbody>
</table>
Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Director/AR Department of
Date: 5/20/2019 12:00:00 AM
EDGAR Certifications

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

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

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Director/AR Department of
Date: 5/20/2019 12:00:00 AM
Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM’s Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1965, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residents structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

Nugale Kramer

TITLE

Director, Division of CTE

APPLICANT ORGANIZATION

Arkansas Department of Education, Division of CTE

DATE SUBMITTED

6/27/2019

Standard Form 424B (Rev. 7-97) Back
Disclosure of Lobbying Activities
Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

<table>
<thead>
<tr>
<th>1. Type of Federal Action:</th>
<th>2. Status of Federal Action:</th>
<th>3. Report Type:</th>
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<tbody>
<tr>
<td>a. contract</td>
<td>a. bid/offer/application</td>
<td>a. initial filing</td>
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<tr>
<td>b. grant</td>
<td>b. initial award</td>
<td>b. material change</td>
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<td>c. cooperative agreement</td>
<td>c. post-award</td>
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<td>d. loan</td>
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<td>For material change only:</td>
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<td>e. loan guarantee</td>
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<tr>
<td>f. loan insurance</td>
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</tbody>
</table>

2. Status of Federal Action:
   a. bid/offer/application
   b. initial award
   c. post-award

3. Report Type:
   a. initial filing
   b. material change

For material change only:
Year _______ quarter _______
Date of last report

4. Name and Address of Reporting Entity:
   ____ Prime  ____ Subawardee
   Tier______, if Known:

5. If Reporting Entity in No. 4 is Subawardee,
Enter Name and Address of Prime:

   Congressional District, if known:

6. Federal Department/Agency:

7. Federal Program Name/Description:
   CFDA Number, if applicable: ____________

8. Federal Action Number, if known:

9. Award Amount, if known:
   $ 

10. a. Name and Address of Lobbying Registrant
    (if individual, last name, first name, MI):

    b. Individuals Performing Services (including address if
different from No. 10a)
      (last name, first name, MI):

11. Information requested through this form is authorized by
title 31 U.S.C. section 1352. This disclosure of lobbying
activities is a material representation of fact upon which
reliance was placed by the tier above when this transaction
was made or entered into. This disclosure is required
pursuant to 31 U.S.C. 1352. This information will be reported
to the Congress semi-annually and will be available for public
inspection. Any person who fails to file the required
disclosure shall be subject to a civil penalty of not less than
$10,000 and not more than $100,000 for each such failure.

   Signature: _________________________________
   Print Name: _____
   Title: _____
   Telephone No.: ____________ Date: _______

Authorized for Local Reproduction
Standard Form - L.L.L. (Rev. 7-97)
INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks “Subawardee,” then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., “RFP-DE-90-001.”

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION
Arkansas Department of Education Division of CTE

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Dr.  * First Name: Angela  Middle Name: 
Last Name: Kremers  Suffix: 
Title: Director

* SIGNATURE: Angela Kremers  * DATE: 06/27/2019
NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

3) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

4) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICscketMgr@ed.gov and reference the OMB Control Number 1894-0005.
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State Plan Certification

I certify that to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Director CTE/Arkansas Dep
Date: 5/23/2019 12:00:00 AM