

TRANSITION Plan July 1, 2019 – June 30, 2020

4-YEAR State Plan July 1, 2020 – June 30, 2024

Program Administration and Implementation:

Implementing Career & Technical Education (CTE) Programs and Programs of Study (POS)

- a. Description of how the CTE programs of POS will be supported, developed, or improved at the state level.
- b. Description of the process and criteria used for approving locally developed POS or career pathways.
- c. Description of how:
 - i. information on approved POS and career pathways is made available;
 - ii. collaboration between eligible recipients in the development and coordination of CTE programs and POS is facilitated;
 - iii. state, regional, or local labor market data is used to determine alignment of eligible recipients' POS to the needs of state, region, and local economy;
 - iv. equal access to approved CTE POS and activities are ensured for special populations;
 - v. coordination with the state board is used to support the local development of career pathways and career pathway development;
 - vi. collaboration between secondary schools, postsecondary institutions, and industry is supported;
 - vii. outcomes are improved and performance gaps are reduced for CTE concentrators.
- d. Description of how the agency is including the opportunity for secondary school students to participated in dual/concurrent credit programs, early college, or competency-based education (if the agency chooses to do this). (Section 122(d)(4)(D) of Perkins V)
- e. Description of how the agency will involve parents, academic and CTE teachers, administrators, faculty, counselors, industry, and labor organizations in the planning/development/implementation/evaluation of CTE programs. (Section 122(d)(12) of Perkins V)

Meeting the Needs of Special Populations

- a. Description of program strategies for special populations, including a description of how individuals who are members of special populations will:
 - i. be provided equal access to activities under this Act;
 - ii. not be discriminated against because of special population status;
 - iii. be provided with programs designed to enable special population students to meet or exceed state levels of performance;
 - iv. be provided appropriate accommodations;
 - v. be provided instruction and work-based learning opportunities.

Fiscal Responsibilities

- a. Description of the criteria, process, and approval based on academic achievement, skill attainment, and local needs assessment.
- b. Description of how funds will be distributed with specific dollar allocations.
- c. Description of process used for adjustment in allocations.
- d. Establish the baseline for determining Maintenance of Effort.

4-year State plan will include all information in the Transition Plan as well as:

- Plan Development and Coordination
- Preparing Teachers and Faculty
- Accountability for Results
- State Determined Performance Levels
- Local needs assessments*
- Revisions as needed

* Local applications consist of three pieces (descriptions provided in a supplement):

1. Application components
2. Comprehensive needs assessment
3. Consultation requirements

See diagram below for more detail.

ARKANSAS PERKINS V TIMELINE

TRANSITION Plan

July 1, 2019 – June 30, 2020

4-YEAR State Plan

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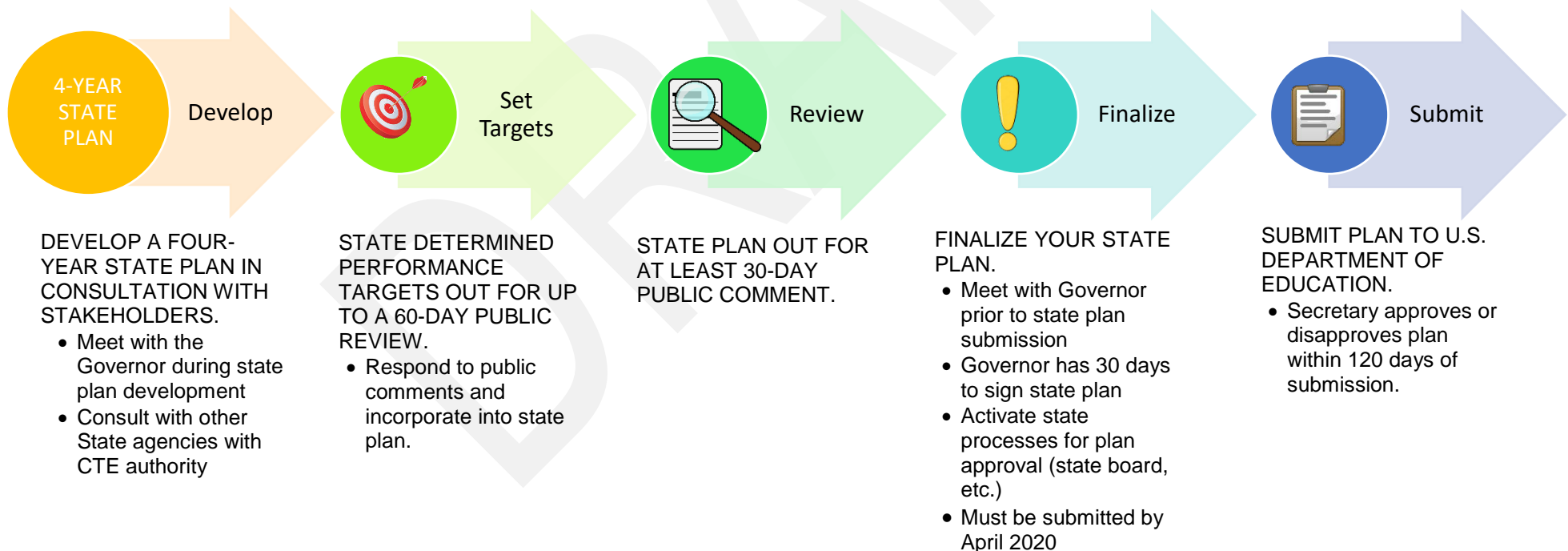
Assurances, Certifications, and Other Forms – forms signed by the Director assuring compliance with statutory requirements.

Budget – Funds allocated for allowable budget items, including allocation of federal funds.

- a. Total Perkins V Allocations
- b. State Administration
- c. State Leadership
 - i. Individuals in State Institutions (Correctional Institutions, Juvenile Justice Facilities, Institutions that Serve Individuals with Disabilities)
 - ii. Nontraditional Training and Employment
 - iii. Special Populations Recruitment
- d. Local Formula Distribution
 - i. Reserve (Secondary & Postsecondary)
 - ii. Allocation to Eligible Recipients (Secondary & Postsecondary)
- e. State Match (from non-federal funds)

Transition plan submitted by May 24, 2019

See diagram below for more detail.



SUPPLEMENT – ARKANSAS PERKINS V TIMELINE



Local Application (Sec. 134)

The local plan as it exists in current law is renamed the "local application" for purposes of Perkins V, and is restructured into three pieces: the actual application components, the comprehensive needs assessment, and consultation requirements.

Application Components

Each eligible recipient must submit a local application to be eligible for funding, and the local application should cover the same time period as the state plan-four years. Eligible agencies can add additional requirements (as under current law), but the following specific requirements for the application are delineated in Perkins V:

1. a description of the results of the comprehensive needs assessment;
2. information on the CTE course offerings and activities to be provided with Perkins funds, which shall include at least one state-approved program of study;
3. a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide a series of career exploration and career guidance activities;
4. a description of how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through integration;
5. a description of how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency; prepare CTE participants for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
6. a description of the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable;
7. a description of how the eligible recipient will provide students participating in CTE the opportunity to gain postsecondary credit while still attending high school, as practicable;
8. a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel; and
9. a description of how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps.

SUPPLEMENT – ARKANSAS PERKINS V TIMELINE



Comprehensive Needs Assessment

The comprehensive needs assessment is the largest addition to this section of the law. This new process must be completed by the eligible recipient at the beginning of the grant period and updated at least once every two years. The needs assessment should include reviews of at least five elements:

1. student performance on the performance indicators, including the performance of special populations and subgroups;
2. whether programs are of sufficient size, scope, and quality to meet the needs of all students served by the eligible recipient and are meeting labor market needs;
3. progress toward the implementation of CTE programs and programs of study;
4. how the eligible recipient will improve recruitment, retention, and training of CTE professionals, including underrepresented groups; and
5. progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students.

Consultation Requirements

The local recipient is required to consult with a number of groups during the needs assessment process and development of the local application, an expansion of the consultation process that is included in current law related to the local plan. These groups include secondary and postsecondary educators, administrators and other support staff; state or local workforce development boards; business and industry representatives; parents and students; representatives of special populations; representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth; representatives of Indian Tribes and Tribal organizations in the state (where applicable); and any other stakeholders required by the eligible agency.

In addition, continued consultation is required with these groups, with specific parameters determined by the eligible agency. This continued consultation may address updates to the needs assessment, ensure that programs remain responsive to labor market and employer needs, give employers opportunities to provide input into programs, identify work-based learning opportunities, and ensure funding is coordinated with other local resources.

Local Uses of Funds (Sec. 135)

One of the most significant changes to the local uses of funds section is the link to the local needs assessment, and the requirement that the allocation of resources be aligned with the results of that assessment. Specifically, the section requires that funds be spent "to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c)."

The other significant change is that the uses of funds are streamlined. The majority of the current uses of funds are still covered, although some have fewer explicit clauses. There are also no longer discrete "required" and "permissive" uses of funds subsections, but instead, many of the former "permissive" uses are included as options under required activities.

SUPPLEMENT – ARKANSAS PERKINS V TIMELINE



In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective, the law includes six new "required" activities:

1. provide career exploration and career development activities through an organized, systematic framework;
2. provide professional development for a wide variety of CTE professionals;
3. provide within CTE the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;
4. support integration of academic skills into CTE programs;
5. plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement; and
6. develop and implement evaluations of the activities funded by Perkins.

Key activities such as purchasing equipment and supporting CTSOs, work-based learning, and dual and concurrent enrollment, among numerous others (20 in total), are included under the elements that support implementation of programs and programs of study.

In addition, the option for local recipients to pool funds with other recipients that exists in current law was maintained in Perkins V, but only related to professional development activities. This is also explicitly referenced in the State Leadership permissible uses of funds section as an option that can be incentivized by the eligible agency. Finally, and in line with current law, the 5 percent limit on administrative costs at the local level has been carried over in Perkins V.