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Vocational & Technical Education Division  
Arkansas Department of Education

# Arkansas State Plan For Vocational And Applied Technology Education

Prepared In Accordance With The Provisions of The Carl  
D. Perkins Vocational and Applied Technology Education  
Act of 1990 (Public Law 101-392)

For The Two Year Period  
Beginning July 1, 1994  
Ending June 30, 1996

Vocational and Technical Education Division  
Arkansas Department of Education  
Three Capitol Mall - Luther S. Hardin Building  
Little Rock, AR 72201-1083

**College of the Ouachitas**



Vocational & Technical Education Division  
Arkansas Department of Education  
Three Capitol Mall  
Luther S. Hardin Building  
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ARKANSAS STATE PLAN FOR VOCATIONAL  
AND APPLIED TECHNOLOGY EDUCATION

Prepared In Accordance With The Provisions Of  
The Carl D. Perkins Vocational and Applied  
Technology Education Act Of 1990  
(Public Law 101-392)

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For The Two-Year Period  
Beginning July 1, 1994  
Ending June 30, 1996

In keeping with the guidelines in Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, the Arkansas Department of Education, assures that no person shall on the basis of race, color, national origin, sex, age, or disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

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## INTRODUCTION

The State Plan has been prepared in accordance with the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 and the Perkins Act Final Regulations. It covers the two-year period beginning July 1, 1994 and ending June 30, 1996.

When program conditions, labor market conditions, funding, or other factors require changes in the State Plan, the State Board of Vocational Education will follow the procedures for amending the State Plan outlined in 113(c) and 403.34.

Federal funds provided under this Act will be used for programs that support the purpose of the Act and the mission of the State Board of Vocational Education which is to provide leadership to develop an educated, trained, and retrainable workforce for a world-class economy. The goals that support the mission of the agency include planning, developing, and implementing a secondary education program of studies that blends academic and vocational instruction through a planned program of studies. Postsecondary institutions will be encouraged to plan, develop, and implement methods to link academic and vocational education as well as high school and postsecondary technical training into a continuous sequence driven by a clear recognition that the workforce of the future will require increasing levels of technical skills and strong foundations in applied academics.

At least one year before entry into vocational education programs, students who are members of special populations and their parents are notified of the opportunities available in vocational education. Students are assessed for learning styles and interest. Full-battery assessments are given to special populations students. Results of these assessments are used by counselors, teachers, students, and parents to develop planned sequential programs of study. Supplementary services necessary for students to succeed in vocational education programs are provided.

### The State Board of Vocational Education

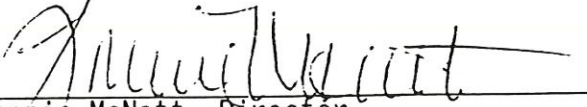
William B. Fisher, Chairman  
James McLarty, Vice-Chairman  
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Gary Beasley  
Mitch Llewellyn, Jr.  
Mrs. Rae Rice Perry  
Mrs. Elaine Scott  
Richard C. Smith, Jr.  
Mrs. Sherry Walker  
James Whitmore



1.00 EDGAR CERTIFICATIONS

I hereby certify:

- 1.01 that the Arkansas State Board of Vocational Education is eligible to submit the application;
- 1.02 that the Arkansas State Board of Vocational Education has the authority under state law to perform the functions of the state under the program;
- 1.03 that the state legally may carry out each provision of the application;
- 1.04 that all provisions of the application are consistent with state law;
- 1.05 that the Director, Vocational and Technical Education Division, who under Act 64 of 1981 is the executive officer of the State Board of Vocational Education, has authority under state law to receive, hold, and disburse federal funds made available under the application through the State Treasurer;
- 1.06 that the Director, Vocational and Technical Education Division, has the authority to submit the application;
- 1.07 that the Arkansas State Board of Vocational Education adopted and formally approved the application on April 11, 1994;
- 1.08 that the application is the basis for state operation and administration of the program; and
- 1.09 that a copy of the application was placed into the State Intergovernmental Review Process as established by Executive Order 12372 when a copy was submitted to Joe Gillispie, Manager, State Clearing House, Arkansas Department of Finance and Administration on April 26, 1994.
- 1.10 that a signed copy of Certification Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements is included in the Plan.
- 1.11 that a signed copy of Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Education - Lower Tier Covered Transactions is included in the Plan.
- 1.12 that a signed copy of Disclosure of Lobbying Activities is included in the Plan.

  
Lonnie McNatt, Director  
Vocational and Technical Education Division  
Department of Education  
Little Rock, Arkansas

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## CERTIFICATION REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restriction on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

---

### 1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Section 82.105 and 82.110, the applicant certifies that:

(a) 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 any agency, a Member of Congress, an officer or employee of Congress, or any employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) 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 grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

---

### 2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 -

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency.

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

(e) Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

---

### 3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about -

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(c) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office



Building No. 3), Washington, DC 20202-4571. Notice should include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is convicted -

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Check  if these are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT

PR/AWARD NUMBER AND/OR PROJECT NAME

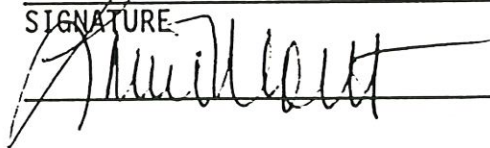
State Board of Vocational Education

Arkansas State Plan for Vocational and Applied Technology Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Lonnie McNatt, Director

SIGNATURE



DATE

April 21, 1994



## Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Education - Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

### Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules in implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by the clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

### Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT

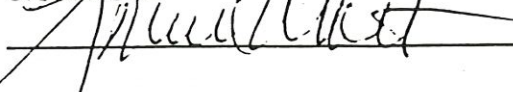
State Board of Vocational Education

PR/AWARD NUMBER AND/OR PROJECT NAME  
Arkansas State Plan for Vocational  
and Applied Technology Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Lonnie McNatt, Director

SIGNATURE



DATE

April 21, 1994

ED 80-0014, 9/90 (Replaces GCS-009 (REV. 12/88), which is obsolete)

(FR Doc. 91-2503 Filed 2-1-91; 8:45 a.m.)

BILLING CODE 4000-01-C





2.00 FINANCIAL REGULATIONS - ASSURANCES

2.01 Distribution of Title II Funds Reserved for the Secondary and Postsecondary and Adult Vocational Education Programs

Law: 113(b)(5)  
Regulation: 403.32(a)(6)

On December 13, 1993, the State Board of Vocational Education (State Board) approved the following division of Title II funds reserved for secondary and postsecondary and adult vocational education programs:

|   |            |
|---|------------|
| Secondary vocational education programs               | 75 percent |
| Postsecondary and adult vocational education programs | 25 percent |

2.01.01 Secondary

Funds reserved for secondary programs are distributed to local educational agencies (LEAs) through the secondary formula contained in 403.112. The formula specifies that:

70 percent of the funds reserved will be distributed in a ratio to Chapter 1 funds distributed to the LEA

20 percent of the funds reserved will be distributed in a ratio to K-12 disabled students who have an individualized education program (IEP)

10 percent of the funds reserved will be distributed in a ratio of K-12 students plus adults enrolled in vocational education

The information for Chapter 1 funds is secured from the Department of Education, General Education Division, Federal Programs Section. Enrollment information for K-12 disabled students with an IEP is secured from the Special Education Section of the General Education Division. The Finance and Administration Section of the General Education Division provides K-12 enrollment figures. The Vocational and Technical Education Division computerized data system collects the number of adults enrolled in vocational education programs.

All of the information used in the formula is for the year preceding the year in which the calculation is made.

Each LEA is notified by letter of the amount of the entitlement and each is furnished with a local application. Instructions for forming consortia for LEAs qualifying for less than \$15,000 are contained in the letter and the application. The local application is prepared for the two-year period of the State Plan. At the end of the first year, each recipient prepares a program and financial accountability report. New narratives and budgets are prepared for the second year. Any changes in program or labor market conditions are described in the second-year narrative and new special populations calculations submitted when necessary.

#### 2.01.02 Secondary Area Vocational Education Centers

Individual LEAs may assign entitlement funds to secondary area vocational schools who desire to form a consortium for the purpose of carrying out the purposes of the Carl D. Perkins Vocational and Applied Technology Education Act (Act).

#### 2.01.03 Postsecondary

Funds are distributed for technical institutions, technical colleges, and community colleges through the formula contained in 403.116. Two factors are used in the formula to calculate the distribution of funds:

The ratio of recipients of Pell Grants enrolled in vocational and technical education programs; and

The ratio of recipients of Bureau of Indian Affairs (BIA) Grants enrolled in vocational and technical education programs.

Pell Grant information for postsecondary students enrolled in vocational institutes is secured from the U.S. Department of Education, Grant Systems Division. Information on the number of BIA Grant recipients is obtained from individual institutions.

Pell and BIA Grant information for postsecondary students enrolled in technical and community colleges is secured from the Department of Higher Education.

All information is for the year preceding the year in which the calculation is made.

Each recipient is notified by letter of the amount of the entitlement and each is furnished with a local application. Instructions for forming consortia for institutions qualifying for less than \$50,000 are included in the letter and the application. Procedures for the second year of the local application are the same as those outlined for secondary programs.



2.01.04 Reallocation

Any LEA or eligible institution that does not expend all of the amount it is allocated in any academic year shall return the unexpended amount to the state to be reallocated under 403.112 and 403.116 as appropriate. If the state is unable to reallocate the amounts that are returned in time for such amounts to be expended in the same academic year, the state will carry over such amounts to be distributed in combination with amounts provided for the following academic year.

2.02 Expenditures for Guidance and Counseling Activities

Law: 113(b)(20)(B)  
Regulation: 403.32(a)(15)(ii)

The Financial Status Report for State-Administered Vocational Education Programs submitted to the Secretary annually contains a report of the expenditures aggregated within the state for career guidance and counseling. Current expenditures are not less than expenditures in program year 1988.

2.03 Fiscal Control

Law: 113(b)(21)  
Regulation: 403.32(a)(16)

The State Board assures that the state will provide for such fiscal control and fund accounting procedures as may be necessary to assure the proper disbursement of, and accounting for federal funds paid to the state, including those funds paid by the state to eligible recipients under the Act.

Funds received will be accounted for by establishing sub-fund accounts for each major component of the allocation of funds under the provision of the Act.

2.03.01 Financial Records Disclosure

The state accounting system provides clear, current, accurate, and complete disclosure of state and federal financial records of the agency operations. Each program will have an approved application and budget on file and will be required to file an expenditure report at the conclusion of each program year. All records are available for inspection by the public during regular business hours.

2.03.02 Maintenance of Records

Records will be maintained to identify the source of funds used in all projects and programs. Time and effort records will be maintained to reflect the usage of all funds. Each sub-grant or award will be maintained as an account within the agency's internal accounting controls. Records will be maintained for the time mandated by federal regulation. All accounts will be audited by the Division of Legislative Audit in accordance with generally accepted auditing standards for government financial audits, the Single Audit Act of 1984, the provisions of OMB Circular A-128, Audits of State and Local Governments, and OMB Compliance Supplement for Single Audits of State and Local Governments.

2.03.03 Matching Requirements

In compliance with Section 515 of the Act, the State Board assures that for each fiscal year in which the state receives assistance under this Act, the state shall provide from non-federal sources for costs the state incurs for administration of programs under this Act, an amount that is not less than the amount provided by the state from non-federal sources for administration of programs for the preceding fiscal year.

2.04 Funds to Supplement State and Local Funds

Law: 516(a)(1)(A)  
Regulation: 403.32(a)(17)

The local application contains a statement of assurances that must be signed by each recipient of funds provided by the Act. General Assurance Number 4 in the local application requires that funds will be used to supplement, and to the extent practicable, increase the amount of state and local funds for vocational education and in no case supplant those state or local funds. One signed copy of the assurance statement is returned with the local application; one signed copy is retained at the local level.

2.20 **FINANCIAL REGULATIONS - DESCRIPTIONS**

2.21 Distribution of Funds

Law: 113(b)(4)  
Regulation: 403.32(b)(4)

The State Board approved the following division of Title II funds reserved for secondary and postsecondary and adult vocational education programs:



|   |            |
|---|------------|
| Secondary vocational education programs               | 75 percent |
| Postsecondary and adult vocational education programs | 25 percent |

2.21.01 Secondary School Programs

Title II funds will be distributed to secondary LEAs using the formula outlined in 403.112 that contains the components described in the following paragraphs.

From seventy percent of the funds, each LEA will be allocated an amount that bears the same relationship as:

$$\frac{\text{The amount of \$ the district received for Chapter 1}}{\text{The amount of \$ the state received for Chapter 1}}$$

From twenty percent of such funds, each LEA will be allocated an amount that bears the same relationship as:

$$\frac{\text{The number of disabled students in the district's with an IEP}}{\text{The number of disabled students in the state with an IEP}}$$

From ten percent of the funds, each LEA will be allocated an amount that bears the same relationship as:

$$\frac{\text{The district total of K-12 students plus adults enrolled in vocational education training programs}}{\text{The state total of K-12 students plus adults enrolled in vocational education training programs}}$$

Each recipient is notified in writing of the amount of the entitlement and each recipient or consortia must complete an application for the period of the State Plan.

No LEA will receive an entitlement that is less than \$15,000 unless the LEA enters into a consortium with at least one or more LEAs, an education service cooperative, or a secondary area vocational center to meet the minimum grant requirement of \$15,000.

Appendix C contains a list of entitlements to secondary LEAs.

2.21.02 Allocations to Postsecondary Institutions

Postsecondary and adult vocational education programs are operated in 32 postsecondary institutions. The institutions are managed in the following manner:

- State Board of Vocational Education
- . 8 Technical Institutes

- . 1 Vocational Technical School
- . 1 Vocational Technical School operated at the Department of Correction

State Board of Higher Education

- . 9 Technical Colleges
- . 3 Two-year Branch Campuses
- . 10 Community Colleges

For each year of the first three years of the Perkins Act, the \$50,000 minimum grant provision contained in 403.116(c) eliminated funding for several of the postsecondary institutions. It is anticipated that for the two years covered by this Plan, eligible recipients earning less than \$50,000 from the formula will enter into a consortium to meet the \$50,000 minimum grant requirement. Each consortium will operate joint programs that provide services to all postsecondary institutions participating in the consortium.

Funds will be distributed to eligible postsecondary institutions in an amount that bears the same relationship as:

The number of Pell and BIA Grant recipients enrolled  
in vocational education at the institution  
 The number of Pell and BIA Grant recipients enrolled in  
 vocational education in all postsecondary institutions  
 participating in the distribution of funds

Each recipient of Title II funds is notified in writing of the entitlement and each recipient or consortia must complete an application for the period of the State Plan.

Appendix D contains a list of entitlements for postsecondary institutions.

## 2.22 Criteria for Spending Reserves

Law: 113(b)(6)(B)  
 Regulation: 403.32(b)(5)(ii)

Not more than 5 percent of Title II funds will be retained by the State Board to effectively and efficiently administer the provisions of the Act.

#### 2.22.01 State Administration

From the amount reserved for state administration, \$60,000 will be available for administering the program of vocational education for single parents, displaced homemakers, single pregnant women and the sex equity program. The remaining amounts reserved for state administration will be used for the following administrative activities:

- . Developing the State Plan;
- . Reviewing local applications;
- . Monitoring and evaluating program effectiveness;
- . Providing technical assistance;
- . Assuring compliance with all applicable federal laws, including required services and activities for individuals who are members of special populations; and
- . Other administrative duties that are necessary for the successful implementation of the Act.

#### 2.22.02 State Leadership

Not more than 8.5 percent of Title II funds will be used for state leadership activities.

Funds reserved for state programs and activities will be used for the following activities:

- . Professional development activities for vocational teachers and academic teachers, including inservice and preservice training in state-of-the-art programs and techniques, including the integration of vocational and academic curricula, with particular emphasis on inservice and preservice training of minority teachers;
- . Development, dissemination, and field testing of curricula including curricula that integrate vocational and academic methodologies and curricula that provide a coherent sequence of courses through which academic and occupational skills may be measured;
- . Assessment of programs conducted with assistance under this Act;



- . The development of performance standards and measures including program improvement and accountability measures with respect to these programs.

Remaining funds reserved for state programs and activities will be used for one or more of the following activities:

- . Promotion of partnerships among business, education, industry, labor, community-based organizations, or government agencies;
- . Tech prep education programs;
- . Support of vocational student organizations;
- . Leadership and instructional programs in technology education; and
- . Data collection.

2.22.03 Single Parents, Displaced Homemakers, and Single Pregnant Women

Not more than 7.5 percent of the funds will be used for programs for single parents, displaced homemakers, and single pregnant women. A Request for Proposal (RFP) process is used to secure proposals. Copies of the RFP may be obtained from State Board staff. Funds are distributed to grantees of approved projects.

A network of ten career centers located throughout the state provides services and programs for displaced homemakers, single parents and single pregnant women which enables them to gain marketable skills and self-sufficiency. Services provided by the program focus on efforts to overcome barriers encountered by the target group.

The services and programs include:

- . Courses which focus on self-esteem building, career exploration, and decision making with emphasis on technical and nontraditional job opportunities;
- . Career inventories and assessment services including state-of-the-art delivery systems such as computer assisted guidance information;
- . Instructional programs which prepare individuals for employment with emphasis on encouraging women to enroll in programs involving new and expanding technology;

- . Information on linkages among other agencies such as JTPA, adult education, and community-based organizations;
- . Provision of funds for child care, tuition/books, and transportation costs for eligible recipients enrolled in vocational training; and
- . Tutorial or technical labs designed to supplement the development of technical and academic skills in occupational programs and provide the target group with a greater opportunity to obtain competencies needed to complete training programs.

#### 2.22.04 Sex Equity

Not more than 3 percent of the funds will be distributed to eligible recipients through a RFP process for vocational programs, services, and activities designed to eliminate sex bias and sex role stereotyping in secondary and postsecondary vocational education and to promote enrollment of students in vocational training not traditional to their gender. Each proposal will be reviewed against criteria developed by the sex equity supervisor that includes the following factors:

- . The number of males and females to be served by the program;
- . The enrollment patterns of nontraditional students during the past three years;
- . How the program will provide relevant exploratory or occupational skill training in nontraditional areas;
- . How the program will provide counseling, preparatory services, and/or support services including dependent care and/or transportation;

Funding priority will be given to sites that serve the highest concentration of individuals who are members of special populations and are of sufficient size, scope, and quality to give reasonable promise of meeting the vocational needs of the students served.

Project performance reports will be collected and analyzed periodically. Local plans and evaluation reports will be reviewed for progress. Single parents, displaced homemakers, single pregnant women, and sex equity project data will be collected and analyzed for effectiveness.



Corrective action will be taken on a semi-annual basis to assist projects in achieving their stated goals.

The sex equity supervisor will review all local applications for Perkins funds to ensure that 403.190(a)(2)(ii)(D) is addressed.

As necessary, the sex equity supervisor will provide technical assistance to local administrators as local plans are developed and modified.

2.22.05 Corrections Education

The State Board has designated the Department of Correction (DOC) to receive funds for programs for juvenile and adult criminal offenders in correctional institutions in the state.

Funds for corrections education determined by the one percent set aside and the hold harmless amount will be distributed by contract to the DOC.

The DOC is notified in writing of the amount of funds available for programs for criminal offenders and is annually required to complete a contract that requires a plan for using the funds.

2.22.06 Secondary and Postsecondary and Adult Programs

Funds reserved for secondary and postsecondary and adult programs are distributed to LEAs and postsecondary institutions through the formulas contained in 403.112 and 403.116. The process used to secure the data used in development the formulas is described in 2.01.01 and 2.01.03 of the Plan.

2.23 Waiver of Distribution Requirements for the Secondary School Vocational Education Program or the Postsecondary and Adult Vocational Education Program

Law: 233(a)  
Regulation: 403.32(b)(20)

No waiver of the secondary/postsecondary distribution requirement is requested by the State Board.

2.24 Waiver of Distribution Requirements for Postsecondary and Adult Vocational Education Programs

Regulation: 403.32(b)(21)

The State Board will distribute funds to postsecondary institutions through the formula contained in 403.116.



2.25 Title II Reserves

Law: 102(a)(1);(2)(A);(2)(B);(3);(4);(5)  
 Regulation: 403.180(b)(1);(2)(i);(2)(ii);(3);(4)(4)(i);(5)

Funds for Title II activities will be reserved in the amounts listed for the following categories:

| <u>Category</u>   | <u>Percent</u> | <u>Amount</u>    |
|---|----------------|------------------|
| State Administration  | 5              | \$ 538,702       |
| State Programs and Activities                               | 8.5            | 915,794          |
| Single Parents, Displaced Homemakers, Single Pregnant Women | 7.5            | 808,053          |
| Sex Equity  | 3              | 323,221          |
| Programs for Criminal Offenders                             | 1              | 142,194          |
| Basic Programs  | 75             | <u>8,080,530</u> |
| Secondary   | 6,060,397      |                  |
| Postsecondary   | 2,020,133      |                  |
| Total   |                | \$10,808,494     |

A budget summary for each year of the plan is illustrated in Appendices A and B.

3.00 SPECIAL POPULATIONS - ASSURANCES

3.01 Measurable Goals and Accountability Measures

Law: 113(b)(3)(B)  
 Regulation: 403.32(a)(3)

The State Board has approved core standards and measures of performance for individuals who are members of special populations enrolled in vocational education programs as well as for students who are not members of special populations.

3.02 Students Enrolled in Private Schools

Law: 113(b)(3)(D)  
Regulation: 403.32(a)(5)

LEAs are required to notify, in writing, private secondary schools in the LEA attendance area and inform them that members of special populations who are enrolled in the private secondary schools may participate in the vocational education programs offered by the local education agency. A copy of the letter from the LEA to the private school(s) is included in the local application submitted to the State Board.

3.03 Equal Access to Recruitment, Enrollment, and Placement Activities

Law: 118(a)(1)  
Regulation: 403.32(a)(18)

Individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities.

The core standards and measures of performance will be used to measure academic achievement, educational attainment, occupational competence, and access and equity for individuals who are members of special populations.

3.04 Equal Access to the Full Range of Vocational Education Programs

Law: 118(a)(2)  
Regulation: 403.32(a)(19)

Individuals who are members of special populations are provided with equal access to the full range of vocational education programs as evidenced by an examination of program approval forms and student initial information forms. The full range of vocational education programs includes:

- . Guidance and counseling services including assessments of interests, learning styles, aptitudes, and abilities;
- . Tech prep common core courses;
- . Applied academics courses;
- . Occupational specific programs of study;
- . Cooperative education; and
- . Apprenticeship training.

Follow-up reports indicate the completion and placement status of students who are members of special populations.

3.05 Least Restrictive Environment for Individuals with Disabilities

Law: 118(a)(3)(A)  
Regulation: 403.32(a)(20)

Vocational education programs and activities for individuals with disabilities will be provided in the least restrictive environment in accordance with 612(5)(B) of the IDEA and will, if appropriate, be included as a component of the individualized education program (IEP). Several factors are used to determine that vocational education programs are provided in the least restrictive environment:

- . An IEP for each student with disabilities is on file;
- . The IEP contains a vocational component;
- . The vocational component of the IEP was developed prior to enrollment of the student in the program;
- . The vocational teacher participated in the development of the vocational component; and
- . The vocational component of the IEP specifies the supplemental/support services needed by the student in order to implement the IEP.

3.06 Rights and Protections of Students with Disabilities Who Have IEPs

Law: 118(a)(3)(B)  
Regulation: 403.32(a)(21)

Eligible recipients will comply with assurances and procedures as stipulated in IDEA.

3.07 Rights and Protections of Students with Disabilities Who Do Not Have IEPs

Law: 118(a)(3)(C)  
Regulation: 403.32(a)(22)

Eligible recipients will comply with assurances and procedures as stipulated in Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112).



3.08 Coordinated Planning for Students with Disabilities

Law: 118(a)(3)(D)  
Regulation: 403.32(a)(23)

Programs of study for students having or not having an IEP identify the representatives involved in developing the program of study along with roles and responsibilities of each representative. The IEP identifies representatives of vocational education, special education, and vocational rehabilitation and includes the role and responsibility of each group.

3.09 Monitoring of Vocational Education for Students with Disabilities

Law: 118(a)(3)(E)  
Regulation: 403.32(a)(24)

The Special Education Section of the General Education Division is responsible for conducting annual reviews of progress for each student with an IEP. Vocational teachers participate in the annual IEP review of students enrolled in vocational programs.

3.10 Monitoring of Vocational Education for Disadvantaged Students and Students of Limited English Proficiency

Law: 118(a)(4)  
Regulation: 403.32(a)(25)

The provision of vocational education will be monitored to ensure that disadvantaged students and students with limited English proficiency have access to that education in the most integrated setting possible.

The Individual Written Vocational Plan (IWVP) for disadvantaged students and students of limited English proficiency will be monitored by the recipient to assure that services planned are being provided. Student Initial Information Forms will be used to assure that students are enrolled in a broad range of occupational programs.

3.11 Supervision by the Appropriate State Education Agency

Law: 118(a)(5)(A)(i)  
Regulation: 403.32(a)(26)(i)((A))

Supervision of programs, services, and activities for individuals who are members of special populations will be carried out by the special needs unit under the general supervision of the associate director for instructional programs. A program manager, one area supervisor, and two support staff are employed in the unit.



The sex equity supervisor, who is responsible for administering and supervising the nontraditional program, works under the general supervision of the associate director for instructional programs.

A team of occupational program managers and area supervisors, special needs staff members, the sex equity supervisor, and the state planner provides technical assistance to local educational agency administrators, counselors, and teachers, conducts on-site monitoring visits, reviews accountability reports, approves local applications, and analyzes data.

A cooperative agreement has been signed by officials from the General Education Division, Special Education Section, the Vocational and Technical Education Division, and the Division of Rehabilitation Services outlining the duties and responsibilities of each agency.

### 3.12 Education Standards

Law: 118(a)(5)(A)(ii)  
Regulation: 403.32(a)(26)(i)(B)

The Standards for Accreditation, Arkansas Public Schools, Revised Edition adopted by the State Board of Education in May 1993 states:

"Special education programs and special schools shall be accredited in accordance with applicable laws and rules and regulations adopted by the State Board of Education."

The Program Policies and Procedures, Secondary, Adult Skill Training, and Vocational Centers approved by the State Board of Vocational Education in July 1993 contains the definitions and policies related to serving students who are members of special populations.

### 3.13 Joint Supervision of Students with Disabilities

Law: 118(a)(5)(B)  
Regulation: 403.32(a)(26)(ii)

The special needs program manager serves on the Interagency Council for Self Sufficiency (ICSS) with the designee of the General Education Division associate director for special education. Through the collaborative efforts of the council monitoring and supervision procedures have been developed to include state, local, and school teams to ensure that services being provided are in compliance with the Act and are carried out under Section 612(6) of the IDEA.

3.20 SPECIAL POPULATIONS - DESCRIPTIONS

3.21 Access and Services for Individuals who are Members of Special Populations

Law: 113(b)(3)(A)  
Regulation: 403.32(b)(3)

All students and their parents are provided information about the opportunities in vocational education prior to entry into the 9th grade. The information may be in a letter or a brochure or transmitted at a parent/teacher conference. If the latter occurs, the LEA is asked to provide minutes of the meeting.

A cadre of trained special populations coordinators are employed by local school districts and educational service cooperatives. Following the leadership provided by the State Board staff, special populations coordinators are responsible for evaluating and assessing the needs of students who are members of special populations, providing technical assistance to teachers and counselors in individual school districts, and conducting inservice and staff development for administrators, teachers, and counselors.

The state assessment contained a statement designed to determine how well occupational programs are meeting the needs of students who are members of special populations. A high frequency of responses indicated that secondary administrators, counselors, and teachers believe that occupational programs are doing an above average job of meeting the needs of individuals who are members of special populations.

Approximately one-third of all secondary students enrolled in at least one vocational education program are reported as special population students. Examples of services provided to these students include:

- . Career interest inventories;
- . Learning styles inventories;
- . Vocational (full battery) assessments;
- . Evaluation reports of vocational assessments (prepared for counselors, students, and parents);
- . Programs of Study;
- . Individualized Written Vocational Plans;



- . Transition plans; and
- . Vocational components of the IEP.

In addition to services, supplementary instructional aids and supportive personnel are utilized to assist students enrolled in vocational education programs with special needs. Curriculum and equipment are modified when necessary for success. Requests for assistive technology are responded to by special needs staff.

### Goal Number One

Provide services to special populations, including individuals with disabilities, educationally and economically disadvantaged individuals, including foster children, individuals with limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions. (State assessment question No. 7 and 11)

### Objectives

1. Provide guidance, counseling, and career development activities that include but are not limited to the following:
  - . Vocational evaluation and assessment;
  - . Vocational interest survey;
  - . Academic achievement measurement;
  - . Vocational aptitude measurement;
  - . Learning style measurement;
  - . Programs of study developed in consultation with students and parents;
  - . School transition team planning;
  - . Individual and group counseling;
  - . Counseling for work-based learning; and
  - . Comprehensive information about careers.
2. Provide supplementary services that include but are not limited to the following:
  - . Curriculum modification;



- . Equipment modification and adaptation;
- . Classroom modification;
- . Support personnel including tutors and para-professionals; and
- . Instructional aids and devices.

Goal Number Two

Promote technological literacy.

Objective

1. Implement technology programs to provide instruction that will enable students to:
  - . Understand the importance of technology and technological literacy;
  - . Apply problem-solving and critical thinking techniques;
  - . Apply math, science, and reading in a practical situation;
  - . Develop keyboarding and computer literacy skills;
  - . Apply tools, materials, processes, and technical concepts safely and efficiently; and
  - . Think logically and sequentially.

3.22 Participation of Special Populations

Law: 113(b)(23)  
 Regulation: 403.32(b)(12)

State Board staff have assessed the number and types of special populations students being served in programs receiving assistance under the Act. The following factors were used in the assessment criteria:

- . Accessibility to vocational education training programs;
- . Access to recruitment, enrollment, and placement services;
- . Local assessment of the special needs of members of special populations;

- . Enrollment in least restrictive environment;
- . Guidance, counseling, and placement services;
- . Services for students with disabilities who have and students who do not have individualized education programs;
- . Supplementary services to members of special populations;
- . Nontraditional training opportunities; and
- . Collaboration with other agencies that indicate effective and efficient use of funds.

State Board staff are in the process of expanding the computerized data collection system to track the achievement gains of individuals who are members of special populations to ensure accountability at the local level.

#### Appeals Procedures

Section 7.22 of the Plan describes the appeals procedure the State Board will use to resolve any disputes that may arise in the allocation procedure.

#### Participatory Planning

The Local Application includes the assurances recipients are required to agree to before the application is approved. Item 14 of the assurances concerns the establishment of effective procedures, including an expedited appeals procedure, by which students who are members of special populations and their parents, teachers, and concerned area residents will be able to participate directly in local decisions that influence the character of programs under the Act affecting their interests. A Special Populations Monitoring Instrument is used to validate the assurance. Participatory planning may be evidenced by:

- . Public hearing notices;
- . Letters of invitation to attend hearings and meetings;
- . Minutes of meetings with parents and students;
- . A compilation of parental involvement activities; and/or
- . Students and parents serving on local advisory committees.

During monitoring sessions, State Board staff look for evidence of a due process for parents, students, teachers, and area residents to directly participate in decisions affecting vocational education programs.

3.23 Indices of Economic Status

Law: 231(d)(3)(A)  
Regulation: 403.32(b)(19)

The State Board will determine the economic status of economically disadvantaged students attending secondary vocational education programs by their eligibility for free or reduced-price meals under the National School Lunch Act.

The economic status of postsecondary students is determined by receipt of a Pell Grant.

4.00 EVALUATION - ASSURANCES

4.01 Program Monitoring

Law: 113(b)(3)(C)  
Regulation: 403.32(a)(4)

In compliance with the provision of 403.32(a)(3), each recipient of financial assistance under Title II, Part C will annually evaluate the effectiveness of programs conducted with assistance under the Act based on the core standards and measures of performance developed in accordance with the requirements of 403(a)(7). As part of the annual evaluation, each recipient shall adhere to the following provisions:

1. Review programs, with the full and informed participation of representatives of individuals who are members of special populations, to:
  - A. Identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs or success in such programs for individuals who are members of special populations; and
  - B. Evaluate the progress of individuals who are members of special populations in vocational education programs assisted under this Act; and
2. Evaluate the progress of vocational education programs assisted under this Act in providing vocational education students with strong experience in and understanding of all aspects of the industry the students are preparing to enter.



State Board staff will receive annual evaluation reports and determine the degree to which LEAs are making substantial progress in meeting the core standards and measures of performance developed by the State Board in consultation with the Committee of Practitioners. The reports received will be reviewed and their contents consolidated into a single report that describes the progress made in meeting the standards and measures of performance.

Appropriate program managers will be notified when local school districts appear to be having difficulty implementing the standards and measures.

In addition to evaluating the core standards and measures of performance, program managers conduct on-site monitoring of Perkins funded programs, services, and activities. A copy of the School On-Site Report is carried in Appendix E. This report is used to determine the extent to which planned programs of study have been developed in consultation with counselors, parents, students, and instructors for each occupational specialty. In addition, the monitoring reports examines preparatory, support, and supplementary services provided to students who are members of special populations as well as participatory planning efforts.

Lastly, as part of the evaluation process, each recipient of Perkins funds annually submits a program accountability report, a financial expenditure report, and a report of equipment purchased with Perkins funds.

#### 4.02 System of Core Standards and Measures of Performance

Law: 113(b)(8)  
Regulation: 403.32(a)(7)

On April 24, 1992, the Committee of Practitioners reviewed the core standards and measures of performance. Changes recommended by the Committee were incorporated into the standards and measures prior to submission to the State Board. On September 21, 1992, the State Board approved the performance standards and measures with the modifications made by the Committee of Practitioners.

Standards and measures are outcome-based performance indicators that provide the foundation for an accountability system developed to evaluate the quality of vocational education programs.

Measures are specific indicators that provide concrete evidence of student achievement or performance. Standards are identified levels of acceptable achievement or performance for each measured.

The standards and measures distinguish between measures of learning and competency gains and measures of performance that include competency, job, or skill attainment.

A learning and competency gain is an improvement in an individuals' skill or knowledge. A gain is relative; it is based on a comparison of what students know before and after receiving instruction. A gain is a measure of student progress. It is part of formative evaluation. Administration of the pre- and post-test for the applied academics may be used to show gain for the basic and more advanced academic skills.

A competency attainment is absolute rather than relative. It is a measure of student achievement rather than student improvement. At the completion of instruction, students are either able to do what is expected of them, or they are not. This is the measure in which employers are most interested since it relates to job performance. The Vocational Student Competency Testing Program is a summative evaluation to measure competency attainment.

Performance measures and standards approved by the State Board included the following four performance areas:

- . Academic achievement - basic and more advanced skills;
- . Educational attainment - vocational enrollment, tech prep program of study completions, post-high school activities;
- . Occupational competence; and
- . Access and equity.

Schools will conduct pre- and post-tests for all students enrolled in level one and level two applied academics courses. The state mandated achievement test, which is the Stanford Achievement Test (Eighth Edition) will be used for showing student gains.

Student Information forms completed by teachers will be used to measure educational attainment. Completion and placement information is collected as part of the state data system.

All occupational program areas for which a competency test exists will be required to participate in the Vocational Student Competency Testing Program.



The participation rate for students who are members of special populations will be calculated from the information reported in the Student Initial Information Form and the Special Populations and/or Site Priority Determination Worksheet.

In developing the standards and measures for inclusion into the system, the State Board took into consideration standards and measures developed under Job Opportunities and Basic Skills Training Programs established and operated under a plan approved by the Secretary of Health and Human Services that meets the requirements of the Social Security Act and standards prescribed by the Secretary of Labor for the Job Training Partnership Act.

#### 4.20 EVALUATION - DESCRIPTIONS

#### 4.21 Local Program Evaluations

Law: 113(b)(13)  
Regulation: 403.32(b)(9)

Local programs that receive funds provided by the Act will annually evaluate the effectiveness of programs based on the standards and measures. If a local program is not making substantial progress in meeting the standards and measures, the local recipient will develop a local improvement plan for the succeeding school year. The local evaluation will include the participation of representatives of individuals who are members of special populations. Also, the progress of vocational programs in providing students with strong experience in and understanding of all aspects of the industry they are preparing to enter is to be evaluated.

#### 4.21.01 Local Program Improvement Plan

If any recipient of financial assistance under Title II, Part C determines that substantial progress in meeting the standards and measures is not being made, the recipient shall develop a plan, in consultation with teachers, parents, and students concerned, for program improvement for the succeeding school year. The plan must describe how the recipient will identify and modify programs funded including:

- A description of vocational and applied technology education strategies that will be used to improve the effectiveness of the program, including student performance, and



- . If necessary, a description of strategies that will be used to improve supplementary services provided to individuals who are members of special populations.

#### 4.21.02 State and Local Joint Plan

If, after one year of implementation of the local program improvement plan, sufficient progress in meeting the standards and measures has not been made, State Board staff and local tech prep coordinators will work with recipients and teachers, parents, and students to develop a plan for program improvement that includes the following:

- . A description of the technical assistance and program activities, such as inservice training, the state will provide to improve the performance of a recipient;
- . A reasonable timetable to improve performance;
- . A description of vocational and applied technology education strategies that will improve the performance of the program as measured by the evaluation; and
- . If necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

State Board staff and the eligible recipient, will annually review and revise the joint plan in order to improve performance and will continue to do so each consecutive year until the recipient sustains for more than one year fulfillment of the standards and measures.

#### 4.21.03 Quality Review

The following information is reviewed through agency level desk audits and during on-site visits by the appropriate State Board staff.

- . Applications for new and expanded programs;
- . Annual applications for state-funded programs;
- . Applications for Perkins Title II funding;
- . Teacher qualifications;
- . Equipment inventories;

- . Facilities and safety;
- . Student organization data including percent of vocational students in competitions;
- . Student enrollment and completion data;
- . Student follow-up data including level of postschool earnings;
- . Improvement of basic educational skills;
- . Licensure examination pass rates; and
- . Services to special populations.

State Board staff conducts Office of Civil Rights (OCR) reviews of LEAs. These reviews are developed into the annual OCR report.

4.22 Coordination with General Education Division

The vocational improvement plan will be coordinated with the local district improvement plan required by the General Education Division through the Continuous Outcomes Evaluation (COE). COE is a school improvement process that consists of the collection of a broad base of data (archival, perceptual, achievement). State Board staff serve as a liaison to the COE design team. Data relative to vocational education outcomes will be collected on the same forms. An analysis of the data will establish improvement targets and outcomes and the design of an improvement plan (in part addressing any educationally disadvantaged populations) with established time lines for implementation and evaluation.

5.00 **SEX EQUITY, DISPLACED HOMEMAKERS, SINGLE PARENTS, AND SINGLE PREGNANT WOMEN - ASSURANCES**

5.01 Assisting Displaced Homemakers, Single Parents, and Single Pregnant Women with the Greatest Financial Need

Law: 113(b)(11)  
Regulation: 403.32(a)(8)

The State Board will give special consideration to displaced homemakers who, because of divorce, separation, or the death or disability of a spouse, must prepare for paid employment.



The following factors are considered in determining need:

- . Loss of public assistance and/or family support;
- . AFDC recipient;
- . Disabled;
- . Unemployed or underemployed; or
- . Economically and/or academically disadvantaged.

Through a state network of single parent and displaced homemaker centers located at postsecondary technical institutes, community colleges, secondary schools, and a community-based organization, individuals selected on the basis of need will be assisted with receiving dependent care, transportation services, special services, supplies, books, materials, or by organizing and scheduling programs so that the programs are accessible. Information is supplied to this target group informing them of vocational education training programs, related support services, and career counseling.

A flow chart contained in Appendix F illustrates the process followed to serve potential clients beginning with recruitment of clients into the program. Clients are screened to determine status and needs for services that might be supplied by agencies outside of vocational education. Clients are assessed for vocational aptitude, ability, and interest. The vocational assessment determines whether clients need preparatory services, basic skills instruction, and/or occupational-specific skills training.

The single pregnant women component of the program concentrates on encouraging single pregnant teens and single teen parents to remain in school. The program objectives are designed to help the target group overcome barriers associated with parenting responsibilities.

5.01.01 Special Consideration for Displaced Homemakers who Must Prepare for Paid Employment

Only full-service clients are eligible to receive financial support for dependent care, tuition, instructional materials, and transportation. A full-service client is an individual who has received preparatory services that include vocational assessment and career counseling in a workshop setting.

Applicants for financial assistance must present documentation indicating that they are a displaced homemaker.



Greatest economic need is evidenced by a listing of total household income including all assistance resources (i.e. salary, Social Security, public assistance, Pell grant recipient).

5.02 Nontraditional Programs, Services, and Activities

Law: 113(b)(12)  
Regulation: 403.32(a)(9)

Sex equity resources are used to provide academic education and occupational skill training needed for nontraditional students, single parents, displaced homemakers, and single pregnant women to successfully enter a competitive workforce and assure economic self-sufficiency.

A two-year study of male and female enrollments in traditionally single-sex programs indicates that progress has been made in increasing the nontraditional enrollment in occupational training programs. The following enrollment information was reported on applications for state-funded vocational programs in 1992-1993:

| <u>Program</u>              | <u>Enrollment</u> |               | <u>Percent Nontraditional*</u> |      |
|-----------------------------|-------------------|---------------|--------------------------------|------|
|                             | <u>Male</u>       | <u>Female</u> |                                |      |
| Agriculture education       | 12,081            | 2,803         | 19                             | (+2) |
| Technical education         | 336               | 173           | 34                             | (+3) |
| Health occupations          | 107               | 363           | 23                             | (-1) |
| Occupational home economics | 459               | 987           | 32                             | (-1) |
| Trade and industrial        | 9,986             | 2,410         | 20                             | (+2) |
| Consumer and homemaking     | 13,488            | 21,568        | 39                             | (+1) |

\* Comparison to 1991-1992 statistics shown in parenthesis.

The following goals will be directed to providing nontraditional occupational training:

Goal Number One

Intensive outreach and recruitment strategies will be implemented including a statewide media campaign designed to increase awareness of nontraditional training options.

Goal Number Two

Inservice training will be provided for administrators, instructors, and counselors on equity principles and practices.

### Goal Number Three

Project directors will be required to develop strong liaisons with businesses and industries who are supportive of hiring nontraditional students, and who will provide role-model speakers and job shadowing opportunities for nontraditional students.

### Goal Number Four

New and innovative approaches will be developed to eliminate sex bias and stereotyping in recruiting, retaining, and placing students in nontraditional occupations.

### Goal Number Five

Preparatory and support services will be provided to students and potential students enrolled in nontraditional training that include:

#### Assessment

Through direct services or coordination of services with other agencies, comprehensive assessments will be provided for students entering nontraditional areas. The assessment will measure academic readiness, vocational preference, and vocational aptitudes.

#### Development of Individual Career Plan

An individual career plan will be required for all nontraditional students receiving support services (i.e., tuition, child care, transportation).

#### Individual Counseling

Comprehensive career guidance and counseling services will be required at each program site.

#### Financial Assistance

Direct financial assistance will be available for students enrolled at least half-time in nontraditional vocational programs. Based on need, assistance will be provided for tuition, transportation, books, fees, and dependent care and may be provided where such expenses cannot be met through other federal, state, or community resources.



6.00 PLANNING - ASSURANCES

6.01 Assessment of Vocational Needs in Areas Having the Highest Rates of Unemployment

Law: 113(b)(16)  
Regulation: 403.32(a)(11)

The State Board assures that the vocational education needs of identifiable segments of the population in the state that have the highest rates of unemployment have been thoroughly assessed.

Most of the counties in the state having chronic high unemployment are located in the Delta region of the state. The secondary and postsecondary funding formulas have generated a substantial amount of Perkins funding to these areas.

At the secondary level, the educational level of students is measured by Minimum Achievement Test scores. The assessment of learning styles and interest inventory which is given to all 8th grade students and the subsequent program of study developed in consultation with counselors, teachers, students, and parents enable students to pursue a program of studies that includes preparation for an occupation of their choice. In the 10th grade students identified as members of special populations are given an additional assessment. The results are used to review and revise their programs of study. To enable students to succeed, the following kinds of supplementary services may be provided:

- . Curriculum modification;
- . Equipment modification and adaptation;
- . Classroom modification;
- . Support personnel including tutors and paraprofessionals; and
- . Instructional aids and devices.

Through the integration of academic and vocational education, it is anticipated that success will be evidenced as students have an opportunity to apply theory to relevant application.

The following process is used to assess the vocational education needs of adults in areas having high rates of unemployment.



1. All adults expressing an interest in obtaining a vocational skill are tested for the following:
  - A. grade-level equivalency;
  - B. vocational interest inventory; and
  - C. vocational aptitude.
2. Computerized tests yield data that match student aptitudes and interests with occupations for which skill training is available for occupations that are listed in the Dictionary of Occupational Titles.
3. Guidance counselors interpret test results with each student and assist students in planning a program of study.
4. Mathematics and communications instruction is provided to students needing to raise basic competencies to the level required for successful completion of occupational skill training.
5. The curricula used in occupational skill training areas are modified to meet the individual needs of students who require special assistance.
6. The State Board approved curriculum is responsive to area employment needs and is subject to continuous change as changes in labor market conditions demand.

## 6.20 PLANNING - DESCRIPTIONS

### 6.21 State Assessment

Law: 113(b)(1)  
 Regulation: 403.32(b)(1)

A research-based assessment instrument was developed for the State Board by staff from the Arkansas Advisory Council for Vocational-Technical Education, the Department of Higher Education, and the State Board. The instrument was reviewed by the Committee of Practitioners and the State Plan Steering Committee. The assessment used objective criteria to measure program quality for each of the factors listed in 403.203. A copy of the instrument is contained in Appendix G. A copy of the analysis and summary of data collected is included with the Plan. The executive summary in the analysis lists by secondary and postsecondary the groups and numbers receiving the survey and the number and percent returned.

The goals listed in sections 6.21.02 and 6.21.03 were developed to support the state assessment.

In addition to this formal assessment, State Board staff annually assesses vocational and technical education program accountability through an analysis of the following quality indicators.

- . Vocational enrollments;
- . Vocational completers;
- . Placement of completing students;
- . Development of leadership qualities;
- . Percent of vocational students in competitions;
- . Licensure examination pass rates;
- . Level of postschool earnings;
- . Improvement of basic educational skills;
- . Achievements of special populations; and
- . Vocational student competency testing.

These indicators show the impact, consequences, and quality of the products of vocational education's delivery system.

#### 6.21.01 Planned Use of Funds

Law: 113(b)(2)  
Regulation: 403.32(b)(2)

The central idea around which the efforts of the State Board revolve is incorporated in the following statement:

The mission of the Vocational and Technical Education Division is to provide leadership to develop an educated, trained, and retrainable workforce for a world-class economy.

Vocational and technical education programs, services, and activities are delivered through a network of secondary schools, secondary area vocational centers, education service cooperatives, postsecondary vocational schools and technical institutes, and community-based organizations.



All students attending public and private schools within a LEA, including special populations students and their parents, are provided information about the opportunities in vocational education prior to entry into the 9th grade.

The Arkansas model 2+4+2+2 plan outlines a planned program of study beginning in the 7th grade and continuing through the baccalaureate degree level with exit points at the high school graduation and associate degree levels for students who do not desire to pursue university-level study.

Learning styles and vocational interest inventories are usually administered to all students in the 8th grade. A full-battery assessment is administered to special populations students in the 9th or 10th grade.

Students receive instruction in laboratories, shops, traditional classroom settings, and through cooperative education and apprentice programs coordinated between the school and business or industry. Curriculum is competency based and students are tested annually for occupational specific competencies that should be mastered. Instruction in basic communication, mathematics, and science skills are integrated into the vocational instructional program through a variety of models.

Placement services are provided by teachers, counselors, and Tech Prep coordinators.

#### 6.21.02 Secondary Vocational Education Programs

Local recipients will use funds provided by the Act to support programs that integrate academic and vocational training. Integration activities are intended to support a sequential course of studies which uses an applied content to teach both broad and specific job training and at the same time reinforce academic theory.

Blending academic and vocational instruction through the integration of applied academics (mathematics, science, technology, and communications) will close the gap for non-college bound youth and will strengthen the academic achievements for college-bound students.

#### Standards for Accreditation

The Standards for Accreditation, Arkansas Public Schools, Revised Edition were adopted by the State Board of Education in May 1993. The standards require two paths of study: a traditional postsecondary college preparatory core curriculum and a technical postsecondary preparatory core curriculum.



The core curriculum for the technical preparatory path will require the following courses:

- . 1/2 unit Keyboarding;
- . 1/2 unit Computer Technology Introduction or CT: Business Applications or Word Processing I;
- . Personal and Family Life Skills or Family Dynamics or Interpersonal Relations or Personal Resource Management;
- . 1/2 unit Workplace Readiness; and
- . 1/2 unit Career Orientation.

In addition to the core curriculum, students pursuing the technical preparatory path must complete four units in a vocational major. A planned program of study is developed for each student in the 8th grade and becomes part of the student's portfolio that follows him/her through the remaining years of secondary school.

#### Applied Academics

For the past three years, the State Board has supported an extensive effort to add applied mathematics, applied communications, applied biology/chemistry, and applied physics to the existing secondary curriculum. Inservice training for all math, science, English, and vocational teachers was coordinated by staff from the Vocational-Technical and General Education Divisions. No school could add an applied academics course until approval was given by the appropriate general education specialist and the designated teacher had received inservice training. Funds provided by the Act were used to provide inservice training for academic and vocational teachers and to purchase instructional materials and supplies and equipment.

Beginning with the 1994-1995 program year, no Perkins funds will be used to add applied mathematics, applied communications, or applied biology/chemistry to the curriculum. Funds may not be used to replace curriculum, manipulatives, or equipment purchased for applied academic courses. Funds may be used to supplement state start-up funds to implement Principles of Technology (applied physics). PT supports many of the technologies in the trade and industrial education program and is considered a vocational education program. Funds may be used to advance the efforts to integrate the content of both academic and vocational courses.

An analysis of the findings in the state assessment shows that cooperation between academic and vocational teachers in planning and integrating subject matter was slightly over the midpoint toward complete accomplishment. In order to reach complete accomplishment, activities that could be supported with federal funds include:

- . Planning or participating in inservice training for administrators that focuses on the restructuring necessary to achieve an integrated curriculum;
- . Planning or participating in inservice training for representatives from business and industry and school administrators, counselors, and teachers that seeks to broaden the existing vocational curriculum to include all aspects of an industry students are preparing to enter;
- . Planning or participating in inservice training for counselors that is designed to strengthen the counseling role in student assessment, recruitment, and subsequent placement into postsecondary education or the workplace;
- . Developing and disseminating student career plans and portfolios;
- . Planning, development, and dissemination of learner credentialing (both academic and occupational);
- . Planning and participating in inservice training for academic and vocational teachers in techniques for integrating curricula;
- . Providing academic and vocational teachers with release time to develop activities that align curriculum content;
- . Arranging for academic and vocational teachers to work together after school, on weekends, or during the summer to align curriculum content and/or develop integration strategies;
- . Participating in state-approved activities to develop curriculum frameworks, skill standards that integrate academic and vocational education, and comprehensive assessments; or
- . Participating in state-approved activities to produce and disseminate curriculum frameworks, skill standards, and comprehensive assessments that support the integration of academic and vocational education.



In addition to providing funds for activities that integrate academic and vocational content, funds will be used to improve vocational education programs to the extent that the improvement represents technological advances. The desired improvement must go beyond the required minimum. Recipients desiring to use funds provided by the Act to improve vocational education programs will submit a program improvement plan that addresses each of the following components:

- . Content standards;
- . Frameworks or program designs that reflect the outcome of the content standards;
- . Curriculum; and
- . Staff development.

#### Secondary Goals

To improve vocational education programs, the following goals have been established.

#### Goal Number One

Academic and vocational education will be integrated through a planned sequence of courses so that students achieve both academic and occupational competencies. (State assessment questions No. 1 and 6)

#### Objectives

1. Provide opportunities for administrators to plan and participate in inservice training that focuses on the restructuring necessary to achieve an integrated curriculum.
2. Provide opportunities for planning and conducting inservice training for representatives from business and industry and school administrators, counselors, and teachers that seeks to broaden the existing vocational curriculum to include all aspects of an industry students are preparing to enter.
3. Provide opportunities for academic and vocational teachers to develop frameworks, skill standards that integrate academic and vocational education, and comprehensive assessments.

### Goal Number Two

Programs will provide training that is relevant to the workplace and occupations for which students are to be trained and that reflect a realistic assessment of current and future labor market needs including needs in areas of emerging technologies. (State assessment questions No. 3, 5, 8, 9, and 10)

#### Objectives

1. All training programs must demonstrate that occupational-specific training is relevant to tasks to be performed in the workplace. The Local Application requires that eligible recipients show how varying sources of occupational information are utilized in planning occupational programs.
2. The curricula, equipment, and instructional materials will reflect workplace needs including opportunities to acquire experience in and an understanding of all aspects of the industry students are preparing to enter. This includes instruction in planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, and health, safety, and environmental issues.
3. Programs are articulated with postsecondary vocational and technical schools, two-year community colleges, and four-year colleges and universities.

### Goal Number Three

The competencies of teachers and counselors will be enhanced through inservice and professional development activities. (State assessment question No. 2)

#### Objective

1. Provide technical assistance for teachers, counselors, and special populations coordinators to ensure that students are encouraged to pursue a coherent sequence of courses that integrate academic and occupational disciplines.

#### Anticipated Outcomes

Students, including members of special populations, completing the planned program of studies curriculum will possess the academic and occupational skills needed to secure higher



paying jobs than students who have no vocational and technical education. This improved academic and skill level will be measured by pre- and post-test scores, competency test scores, and employer follow-up reports.

#### 6.21.03 Postsecondary and Adult Vocational Education Programs

The postsecondary program combines a common core of learning and technical education and rests on the foundation of basic proficiency in math, science, communications, and technology. The content of the curriculum is presented in applied settings and consists of a structured and closely coordinated curriculum built around career clusters and technical systems study.

In response to question No. 8 in the State Assessment, postsecondary institutions responded at a high, positive level to using local labor market needs analyses as a basis for program offerings. Question No. 9 in the assessment revealed that programs are reviewed on a frequent basis to reflect current workplace needs.

Efforts will continue to strengthen the linkage between secondary and postsecondary education to create a seamless program that culminates in a two-year certificate, an associate degree, or continuation into a baccalaureate degree program. Articulation agreements that are the result of aligning curriculum content rather than testing are the desired goal.

Computer-aided instructional laboratories (CAIs) provide an abundance of opportunities for teaching academic concepts that may later be applied in shops and laboratories. CAIs also provide students who are members of special populations with opportunities to receive academic instruction through individualized learning systems and one-on-one tutorial instruction.

Students entering postsecondary programs are assessed for placement in academic and vocational education programs appropriate for the identified interest and aptitude. Necessary supplementary services are enhanced by institution staff working with agencies and organizations providing social services. Foreign-born students needing instruction in English are encouraged to enroll in adult basic education classes. Many of the postsecondary students who are identified as needing special services are eligible for JTPA assistance.

Postsecondary students who are members of special populations are provided assistance with securing the following:

- . Financial aid;
- . Child care;
- . Transportation;
- . Job placement;
- . Interpreting;
- . Notetaking;
- . Learning aids;
- . Assistive technology; and
- . Adaptive equipment.

#### Postsecondary Goals

##### Goal Number One

Vocational and technical education programs are responsive to current and emerging occupations.

##### Objectives

1. Determine program need by the continuous involvement of business and industry and frequent analysis of local, state, and national labor market needs.
2. Review programs on a regular basis to insure that curriculum, instructional materials, and equipment meet current workplace needs.
3. Provide students with opportunities to obtain realistic workplace skills through a variety of planned activities.

##### Goal Number Two

The curriculum will include instruction in all aspects of an industry the student is preparing to enter.

##### Objective

1. Strengthen the curriculum to include environmental issues; health and safety issues; labor and community issues; planning, management, and finances; and underlying principles of technology.



### Goal Number Three

Students who are members of special populations, including nontraditional students, will be prepared for current and emerging occupations.

#### Objectives

1. Provide assessment, counseling, and supplementary services to students who are members of special populations.
2. Provide nontraditional career counseling to all students.

### 6.22 Labor Market Needs

Law: 113(b)(7)  
Regulation: 403.32(b)(6)

Federal funds expended for occupationally specific training will be used for occupations in which job openings are projected or available, based on an analysis of labor market needs.

A report entitled, Labor Supply/Demand 1990-2005 Arkansas, prepared by the Arkansas State Occupational Information Coordinating Committee (ASOICC), allows the State Board staff to compare occupational demands with the annual supply of vocational and technical education completers. Projections of occupational demand are produced from the Occupational Employment Statistics Programs. Occupational staffing pattern data are collected from Arkansas employers. These data, along with projections of Arkansas industrial trends, are used to estimate occupational demand caused by industrial growth and replacement. Vocational supply data in this report come from several sources: (1) public secondary schools; (2) public postsecondary schools; (3) private postsecondary (proprietary) schools; (4) public and private state colleges (Associate Degree level and below); (5) the Arkansas Rehabilitation Center; (6) Arkansas Unemployment Insurance claimants who have made application for work through the Arkansas Employment Security Department and (7) military personnel who have separated from active duty to Arkansas. Supply data from the training institutions are coded using Classification of Instructional Program (CIP) Codes. A sample of this Supply/Demand Report is carried in Appendix H.

A Demand Training Occupations List, prepared annually by the Employment Security Department, is used in considering eligibility determination of JTPA eligible clients for vocational and technical training. A sample of the statewide and service delivery areas list is contained in Appendix I.

The Local Application requires eligible recipients to describe the occupational needs of the area in assisting programs funded by the Act based on:

- . A review of labor information from the State Occupational Information Coordinating Committee;
- . A review of data projections from such sources as JOBS program, Private Industry Councils, or Chamber of Commerce information; and
- . A review of student completion and follow-up data to indicate the degree to which completers are employed.

All applications and proposals for new programs must document a need for the program for which funds are requested. When funds are requested for programs for which there is not a documented need in the information supplied to the State Board by the ASOICC, the requesting institution must furnish copies of current, local surveys that support the request for training dollars.

#### 6.23 Progress Made in Achieving Goals

Law: 113(b)(9)  
Regulation: 403.32(b)(7)

The state made considerable progress in achieving the goals listed in the previous State Plan as described in the following paragraphs.

##### Secondary

##### Goal Number One

Academic and vocational education will be integrated through a planned sequence of courses so that students achieve both academic and occupational competencies.

##### Achievements

An extensive effort was made to develop a planned program of study for each occupational area that included the addition of applied mathematics, communications, biology/chemistry, physics, and workplace readiness. By the end of the three-year period of the State Plan, new programs had been added in the number of secondary schools shown below:

- . Applied Math I 260 schools
- . Applied Math II 210 schools



- . Applied Biology/Chemistry            35 schools
- . Applied Communications                62 schools
- . Applied Physics                         85 schools
- . Workplace Readiness                  138 schools

LEAs desiring to add applied mathematics, biology/chemistry, and/or communications to the existing curriculum must have approval of the subject-matter specialist in the General Education Division.

LEAs desiring to add applied physics or workplace readiness programs must secure approval from the Vocational and Technical Education Division and apply for state vocational start-up funds.

All teachers must participate in a minimum of four days of inservice training designed to teach theoretical concepts in applied settings and techniques for integrating academic and vocational education.

#### Goal Number Two

Programs will provide training that is relevant to the workplace and occupations for which students are to be trained and reflect a realistic assessment of current and future labor market needs including needs in areas of emerging technologies.

#### Achievements

The following criteria are recommended for determining program need:

- . Review of labor market information from the Arkansas State Occupational Information Coordinating Committee;
- . Review of data projections from such agencies as the JOBS (Project SUCCESS), Private Industry Council, or Chamber of Commerce; or
- . Review of student completion and follow-up data to indicate the degree to which completers are employed.

Technical committees assist program managers with developing curriculum that is compatible with new technologies and provides instruction that meets national skill standards. Program managers regularly review minimum equipment

requirements. Although the state does not have a high number of high tech industries, many of the industries are incorporating new technologies into existing operations. The workplace readiness program curriculum incorporates skills needed by individuals to succeed in a changing workplace. Instruction is provided in three major areas: (1) problem solving in which learners solve work-related problems independently and within groups; (2) teamwork which addresses essential skills needed to function in a team environment; and, (3) self management skills which demonstrate how learners take responsibility for individual performance on the job.

### Goal Number Three

The competencies of teachers and counselors will be enhanced through inservice and professional development activities.

### Achievements

Inservice training and professional development has long been a priority for the state vocational education program. Each program area annually plans and conducts inservice training for the nearly 3,000 secondary teachers and postsecondary instructors employed in public schools and institutions. State Board staff have held numerous inservice sessions with secondary and postsecondary administrators and federal program coordinators to present information on the state restructuring effort and how it relates to activities funded under the Act. Counselors and special education teachers have been included in inservice training planned for special populations coordinators and career orientation teachers. Administrators, counselors, and teachers from 20 secondary schools have attended Southern Region Education Board sponsored professional development activities that focus on integrating academic and vocational education through the High Schools That Work model.

### Apprenticeship/Work-based Learning

#### Goal Number One

Apprenticeship/Work-based Learning programs will be initiated through the development and implementation of new training program designs that take features from the current apprenticeship model to use in a broader context.

### Achievements

State funds have been used to develop and implement the Youth Apprenticeship/Work-based Learning program. The mission of this program is to provide non-college bound youth with opportunities to develop meaningful job skills and



occupational certification. The industries and occupations selected for this program must offer entry-level jobs with opportunities for career advancement into high-skill, high-wage jobs. State Board staff, the Arkansas Apprenticeship Coordination Steering Committee, and local sites take joint responsibility for identifying the industries and occupations. Nine youth apprenticeship demonstration programs have been implemented since 1991. A total of 160 apprentices are currently working or have a contract to work as an apprentice. All of the apprentices are enrolled in vocational education programs that support the apprenticed occupation.

### Services to Students who are Members of Special Populations

#### Goal Number One

Provide services to special populations, including individuals with disabilities, educationally and economically disadvantaged individuals, including foster children, individuals with limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions. Services provided to members of special populations include a broad range of personal, intellectual, and work-related skills.

#### Achievements

All students attending public and private schools within a LEA, including special populations students and their parents, were annually provided information about the opportunities in vocational education prior to entry into the ninth grade.

A cadre of trained Tech Prep/Applied Academics/Special Needs Coordinators were responsible for facilitating, planning, and implementing vocational assessment and evaluation, vocational instruction, and support services for students who are members of special populations.

The sex equity supervisor and the special needs program manager work together to evaluate the rate of participation of special population students in vocational education programs, the degree to which students are provided the services needed to succeed, and the status of placement upon completion of a program. Specific examples of services provided include:

- . Career interest inventories;
- . Learning styles inventories;
- . Vocational (full battery) assessments;

- . Assessment evaluation reports for counselors, students, and parents;
- . Individualized Written Vocational Plans;
- . Planned programs of study;
- . Vocational components of the IEP;
- . Supplementary instructional materials including videos and software; and
- . Adaptive equipment.

Although approximately 35 percent of the nearly 147,000 secondary students enrolled in vocational education programs are identified as members of special populations, there are areas in the state where over 80 percent of the students in a single LEA are members of special populations.

#### Goal Number Two

Promote technological literacy

#### Achievements

Coordinated Compensatory Vocational Education (CCVE) provides mathematics, reading, language arts, science, social studies, and life/employability skills for disabled and academically disadvantaged students enrolled in grades 7 through 12. Instruction is individualized and prescriptive and, in many classrooms, accomplished with tutorial computer software.

#### Annual Performance Report

The Annual Performance Report prepared at the conclusion of each program year describes in detail programs, services, and activities for the preceding year supported with Perkins funds.

### 6.24 Joint Planning and Coordination

Law: 113(b)(14)  
Regulation: 403.32(b)(10)

The State Board is engaged in joint planning and coordination with agencies that administer the Job Training Partnership Act, the Adult Education Act, Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, the IDEA, the Rehabilitation Act of 1973, and with the state apprenticeship program.



#### 6.24.01 Job Training Partnership Act (JTPA)

The purpose of the JTPA, Public Law 97-300, as amended by 102-367, is to establish programs to prepare economically disadvantaged youth and adults with serious barriers to employment, who are in special need of such training, to obtain productive employment for entry into the labor force. The Governor's Administrative Entity has granted the eight percent funds to the State Board to provide education and training to persons who are eligible under this Act. Space is provided in secondary and postsecondary institutions for JTPA eligible clients to receive training.

The eight percent funds granted to the State Board are used to provide education coordination activities with the ten Service Delivery Areas (SDAs). These services are described in a cooperative agreement executed among the local education agency, the Service Delivery Area, and the Vocational and Technical Education Division.

Additional funding is provided under the JTPA for State Board representation on the Governor's Dislocated Worker Task Force. State Board staff and other agencies on the task force coordinate efforts to provide services for workers who have been terminated or laid off or who have received a notice of termination for lay off from employment or who are long-term unemployed.

The Division director serves as a voting member of the State Job Training Coordinating Council (SJTCC). The SJTCC Coordinating Committee will review the State Plan and any amendments that may be necessary to submit to the Secretary on the approved State Plan. Any comments submitted to the State Board by the SJTCC will be submitted to the Secretary.

#### 6.24.02 Adult Education Act

The State Board is responsible for the management of federal funds provided under Public Law 100-297 and for state funds appropriated to the State Board for general adult education programs.

Adult education programs are provided in 20 of the 24 postsecondary vocational technical schools, four community colleges, and through secondary local education agencies. In addition to preparing adults with basic reading and mathematics skills, adult education instructors teach the pre-tech portion of the mathematics and communications programs. Entry into these programs is determined by individual scoring on selected diagnostic tests.

Funding is provided for seven adult education coordinators located at seven postsecondary vocational technical schools. Plans are currently being made to increase the number of coordinators to 15 with each to be assigned a geographic area that includes five counties. Outreach programs for adults needing basic and general education are planned by these coordinators and conducted in the geographic area served by each coordinator.

On-site industry programs are organized by adult education coordinators and 13 industrial coordinators for adults needing to upgrade their basic educational skills and for those wishing to earn the Arkansas High School Diploma which is awarded upon completion of successful passing of the GED examination.

Entergy Corporation, the parent company of Arkansas Power and Light Company, purchased a mobile learning laboratory equipped with computerized instructional materials necessary to provide adults living in the severely economically depressed Delta region of the state an opportunity to improve workplace literacy skills. The curriculum includes instruction in basic skills, word processing, statistical process control, and computerized accounting. Crowley's Ridge Technical Institute, East Arkansas Community College, and a group of volunteer literacy councils have collaborated to provide this East Arkansas Literacy Project. The technical institute maintains the lab and supplies the instructor. The lab is moved through a seven-county area on a regularly scheduled basis.

The Arkansas project name for the Job Opportunities and Basic Skills Training Program (JOBS) provided for in the Family Support Act of 1988 is Project SUCCESS. The purpose of Project SUCCESS is to move individuals who are eligible to receive Aid to Families with Dependent Children (AFDC) assistance off welfare and into self-sufficiency through academic education and/or job training.

The State Board has contracted with the Department of Human Services (DHS) to provide 0-12 basic skills instruction to Project SUCCESS participants. The DHS determines eligibility for basic skills education programs.

6.24.03 Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965

Chapter 1 of the Education Consolidation and Improvement Act of 1981, has as its purpose, according to Section 552 of the Act, to continue to provide assistance to state and local educational agencies to meet the special needs under Title I of the Elementary and Secondary Education Act of 1965.



The State Board special needs program manager and the ECIA Chapter 1 coordinator have agreed to collaborate in an effort to insure that funds provided under the Act and Chapter 1 funds received by eligible recipients will be used to enhance the supplemental services being provided by the respective Acts.

The Chapter 1 coordinator furnished the data on the distribution of Chapter 1 funds for inclusion in the secondary formula described in 403.112.

In compliance with 403.15, the Chapter 1 coordinator will review a representative sample of plans submitted by eligible recipients to ensure that the number of economically disadvantaged students have been identified, and that the needs of such students will be met as outlined in the plans. Comments forwarded to the State Board by the Chapter 1 coordinator will be considered when reviewing all plans submitted by eligible recipients.

#### 6.24.04 IDEA and the Rehabilitation Act of 1973

The Interagency Council for Self Sufficiency (ICSS), formed by the Governor, was assigned the task of developing a collaborative statewide process to strengthen transitional opportunities for youth with disabilities from the education system into self-sufficient adult life. A formal cooperative agreement, the Arkansas Transition Agreement, was executed to assure interagency collaboration, coordination, and management of resources which will support transition service development. The State Board special needs program manager serves on the ICSS Advisory Committee.

The State Board special needs program manager serves on the Governor's Interagency Council on Technology for Individuals with Disabilities. The Interagency Council is funded from a grant awarded under Public Law 100-407, the Technology Related Assistance for Individuals with Disabilities Act of 1988. The Council is part of the Increasing Capabilities Access Network (ICAN) which is administered by the Arkansas Rehabilitation Services. As part of its program goals, ICAN has funded five Technology Access Centers (TACs). These centers provide specialized technology-related services in areas that include communication and computer access, hearing impairments, independent living, language and learning, and visual impairments.

Vocational programming for students with disabilities is based on Career Development Plans (CDPs). IEPs, which contain a vocational component, are then prepared by designated personnel in the schools as prescribed in the Individuals with Disabilities Education Act (IDEA). The vocational component

contains a description of a student's vocational education goals and objectives and prescribes the vocational services needed, including assistive technology, to meet the identified goals. Each vocational education instructor serves as a member of and participates in the activities of the referral/evaluation committee for disabled students enrolled in the instructor's program. The purpose of this committee is to provide a vehicle for coordinating general and vocational education programs and services for disabled students at the local level.

Individuals who are not covered by the IDEA will be afforded the rights and protections guaranteed under Section 504 of the Rehabilitation Act of 1973 although they will not have an IEP. They will have a CDP that identifies services necessary for them to succeed in vocational education. An Individualized Assistive Technology Plan (IATP) will identify needed adaptive equipment and and/or technology services.

The associate director of special education has supplied data on the number of disabled students enrolled in K through 12 that is necessary for inclusion in the secondary formula contained in 403.112.

The associate director of special education recommended a special education teacher to serve on the Committee of Practitioners in the teacher category.

In compliance with 403.14, the associate director of special education will review a representative sample of the plans submitted by eligible recipients for the following purposes:

1. To assure that individuals with disabilities are receiving vocational education services;
2. To assure that the plans of eligible recipients provide assurances of compliance with the provisions of Section 504 of the Rehabilitation Act of 1973 and the IDEA regarding equal access to programs, and
3. To assure that the eligible recipients have:
  - A. Identified the number of students with disabilities enrolled in vocational programs operated by the eligible recipient;
  - B. Assessed the vocational needs of the students identified in A; and
  - C. Developed an adequate plan to provide supplementary services sufficient to meet the needs of such students.



Arkansas Rehabilitation Services serves eligible disabled vocational education students by providing assessment, evaluation, counseling, training, and/or other services leading to job placement. Rehabilitation Services certifies disabled vocational students in the eligibility determination process for the Targeted Jobs Tax Credit Program. These students do not have to meet the same income guidelines established for other targeted groups.

#### 6.24.05 Apprenticeship Programs

The State Board is involved in the coordination of the statewide apprenticeship training program. In 1989, the General Assembly passed Act 684 which created the Arkansas Apprenticeship Coordination Steering Committee. The purpose of the committee was to establish an apprenticeship system of adult vocational education to train skilled workers, conduct research and planning, develop standards and curriculum, secure adequate funding, and impact legislation.

State Board staff have developed appropriate curriculum materials and training is provided for selected individuals. Programs are approved through the postsecondary vocational technical institutes and colleges and the secondary area vocational centers. Close coordination is maintained with the United States Bureau of Apprenticeship and Training, local joint apprenticeship committees (both union and non-union), industry, and the Arkansas Department of Health, Plumbing Division. Apprentices are selected by the local joint apprenticeship committee whose membership is comprised of equal numbers of industry representatives and journeymen in the trade.

The 1991 General Assembly approved legislation that directed the State Board of Vocational Education to develop and implement the Youth Apprenticeship/Work-based Learning Program. The lawmakers determined that establishment of this program will contribute significantly to developing a skilled workforce by providing the state's non-college bound youth with opportunities to develop meaningful job skills and occupational certifications. The legislation directs State Board staff to develop programs based on the following fundamental principles:

- . Strong employer commitment and involvement;
- . Prepare students to enter a high skill (technical level), high wage, broadly defined occupational area;

- Take young people at the end of the 10th or 11th grade through a three or four-year process connecting high school and the first year or two of postsecondary training;
- Include classroom instruction and paid workplace experience with a professional business/industry mentor;
- Provide high-quality supervised learning opportunities for students at the work site;
- Integrate academic and vocational teaching and learning in the classroom and at work;
- Foster interactive, team-based learning in the classroom;
- Provide both academic and occupational credentials, including: a high school diploma; up to two years of college credit toward an associate degree transferable to a four-year college/university; and certification of technical competencies in the student's chosen field;
- Use competency-based measures for evaluating student progress; and
- Provide access and support to nontraditional groups and explicitly address issues presented by diversity in society and the workplace.

The industries and occupations selected for this program must offer entry-level jobs with good opportunities for career advancement into high-skill, high-wage jobs. Representatives of the Vocational and Technical Education Division, the Arkansas Apprenticeship Coordination Steering Committee, and local sites have joint responsibility for identifying these industries and occupations. State funds were appropriated by the General Assembly to implement nine demonstration youth apprenticeship programs.

6.25 Rationale for Distribution of Funds

Law: 113(b)(2)  
 Regulation: 403.32(b)(13)

During the first three years of the Perkins Act, funds were reserved annually for secondary school vocational education programs and postsecondary and adult vocational education programs on the basis of the percentage of enrollment at each level. Enrollments at the secondary level remained fairly



constant for each of the three years; however, enrollment at the postsecondary level varied from year to year. For this reason, on December 13, 1993, the State Board approved 75 percent of the amount reserved for distribution to secondary eligible recipients and 25 percent for distribution to postsecondary eligible recipients for each of the two remaining years of the Act. The formulas contained in 403.112 and 403.116 will be used to calculate the amount of the entitlement for each eligible recipient.

#### 6.26 Summary of Recommendations Made at Public Hearings

Law: 113(a)(2)(B)  
Regulation: 403.32(b)(17)

The State Board held five public hearings to afford all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations to the State Plan. The hearings were geographically located to give everyone interested in vocational education an opportunity to attend.

Thirty days prior to the hearings, announcements were mailed to over 700 individuals representing secondary education, postsecondary education, teacher education, adult education, education service cooperatives, special interest groups, community-based organizations, private industry councils, and representatives of state agencies. Ten days prior to the hearings, notices were sent to the state newspaper, local newspapers, and TV and radio stations in the counties where the hearings were held. State Board staff and representatives of the Arkansas Advisory Council for Vocational-Technical Education and the State Board of Higher Education jointly conducted the hearings. Approximately 70 individuals attended the hearings.

One commentator expressed concern about industry-based training for employed workers. This concern stems from the need to upgrade current workers in new and emerging technologies. Most federal programs are concentrated on training and retraining for unemployed workers. State Board staff agreed that there is a need to keep employed workers technologically current and agreed to assist industries with designing programs to meet this effort. It was pointed out that the State Board intends to use funds provided by the Act to strengthen current efforts relating to integrating academic and vocational education and to improve secondary and postsecondary and adult vocational education programs to meet new and emerging technologies.

Two commentators referred to school-to-work transition programs such as youth apprenticeship.

State Board staff reported that Perkins funds may be used to support apprenticeship programs. It was also pointed out that \$1,200,000 in state funds have been appropriated for youth apprenticeship programs. At this time, nine youth apprenticeship consortia have been approved with 160 students participating.

The president of a technical institute submitted several questions in writing concerning the definition of a "vocational student" and postsecondary students receiving Pell Grants. State Board staff responded to the request in writing. The response defined a vocational student and explained that only students enrolled in vocational or technical education programs and receiving a Pell or Bureau of Indian Affairs Grant were considered in the postsecondary formula.

Lastly, two commentators expressed concerns that secondary vocational education programs not be used as alternative education which all districts in the state are required to have. State Board staff strongly agreed that vocational education is not alternative education. Some of the students who would be recommended for alternative education could be identified as members of special populations. Alternative education negates the equitable participation regulation because it segregates students who have behavioral problems.

## 7.00 ADMINISTRATION - ASSURANCES

### 7.01 State Board Compliance with Titles I, II, III, and V

Law: 113(b)(3)  
Regulation: 403.32(a)(1)

The State Board assures that it will comply with the requirements of Titles I, II, III, and V of the Act including the maintenance of fiscal effort requirements in Section 502(b).

### 7.02 Eligible Recipient Compliance with Titles I, II, III, and V

Law: 113(b)(3)  
Regulation: 403.32(a)(2)

Federal funds will be distributed through the following methods: (1) the formulas for distributing secondary and postsecondary funds contained in 403.112 and 403.116; (2) a competitive request for proposal process; and, (3) a contract with the Arkansas Department of Correction for programs for criminal offenders. Secondary and postsecondary recipients entitled to receive formula funds must complete a Local Application form.



7.03 Personnel and Curriculum Development

Law: 113(b)(15)  
Regulation: 403.32(a)(10)

The State Board assures that personnel development and curriculum development shall be funded to further the following goals:

Goal Number One - Personnel Development

Establish, support, and facilitate vocational teacher standards and the associated education and training required with inservice training and professional development programs.

Objectives

1. Increase the competencies of vocational education teachers, counselors, and administrators with special emphasis on the integration of basic academic skills through inservice and pre-service training.
2. Develop a system to assure that vocational teacher education programs are periodically updated to meet workplace changes resulting from new and emerging occupations and technologies.

Goal Number One - Curriculum Development

Establish a system to provide high quality, industry responsive curricula that are competency-based and free of sex bias and stereotyping.

Objectives

1. Continue to acquire appropriate program certification such as the National Institute for Automotive Service Excellence, Associated General Contractors of America, and the Educational Foundation of the Data Processing Association.
2. Review curriculum for compliance with federal regulations.

7.03.01 Technical Committees

Technical committees will continue to be utilized by State Board staff to advise on the development of model curricula to address state labor market needs. Examples of technical committees that assist staff with developing curriculum materials include:

### Aquaculture production

Representatives of the Game and Fish Commission, Cooperative Extension Service, and individual fish farmers provide technical assistance with implementing the aquaculture production curriculum in the secondary agricultural education program.

### Commodity Marketing

Representatives of the Arkansas Farm Bureau, Livestock and Poultry Commission on Animal Health; Arkansas State Plant Board on Certification of Pesticides; Arkansas Power & Light Company; Arkansas Forestry Commission; Soil Conservation Services; individual horticultural businesses, and Producers of Livestock and Meat Packers assist with introducing the teaching of concepts of commodity marketing into the secondary agricultural education curriculum.

### Automotive Technology

The Automotive Technology Technical Committee includes representatives from the National Automotive Technician Education Foundation who provide technical assistance with upgrading equipment and curriculum in the secondary and postsecondary automotive technology programs to meet national certification standards.

### Building Trades

The Arkansas Chapter of the Associated General Contractors of America (AGC) provides technical assistance on curriculum, equipment, and facilities for the construction craft programs which include building trades, carpentry, and bricklaying. All construction craft programs are industry accredited through the AGC's Vocational Education Accreditation Program.

### Technical Education

The Industry Education committee will assist with developing the high school component of the Technology Education program. The high school component will provide instruction beyond the exploratory level in the technologies of communication, construction, energy and power, manufacturing, and transportation. The curriculum will include problem solving and critical thinking skills as well as higher-level skills that would be introduced in pre-engineering programs. Committee membership includes representatives of manufacturing and transportation as well as engineers, drafters, and technology educators.



The Computer-Aided Drafting curriculum is being revised to meet national certification standards for CAD instructional programs. A technical committee is assisting with this development.

7.04 State Council

Law: 113(b)(17)  
Regulation: 403.32(a)(12)

The Arkansas Advisory Council for Vocational-Technical Education has been involved in developing the State Plan. The director of the Council is a member of the State Plan Steering Committee. The Committee meets once a month; minutes of the meetings are kept on file.

The director of the Council together with a staff member from the Department of Higher Education and two State Board staff members developed the instrument used to conduct the state assessment. The Council director analyzed the responses in the assessment and prepared a report of the findings.

This positive cooperative arrangement will continue as the requirements of the Act are implemented. Council staff will review the State Plan and any amendments to the plan.

7.05 Equipment Acquisition

Law: 113(b)(18)  
Regulation: 403.32(a)(13)

The State Board assures that none of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which its acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees, or any affiliate of such an organization.

7.06 Local Education Agency Comparability

Law: 113(b)(19)  
Regulation: 403.32(a)(14)

The State Board assures that state and local funds will be used in the schools of each LEA that are receiving funds under this Act to provide services which, taken as a whole, are at least comparable to services being provided in schools in such agency which are not receiving such funds.

The State Board will consider a local education agency to have met the comparability requirement if the local education agency either:

1. Has established and implemented a district-wide salary schedule, a policy to ensure equivalence among schools in teachers, administrators, and auxiliary personnel, and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies; or
2. Has established and implemented other measures for determining compliance such as student/instructional staff ratios or student/instructional staff salary ratios.

In either case, a local education agency accepting funds under this Act must have developed written procedures to ensure that comparable services are provided and demonstrate that the procedures, if implemented, in fact achieve comparability.

#### 7.07 Comprehensive Career Guidance

Law: 113(b)(20)(A)  
 Regulation: 403.32(a)(15)(i)

The State Board assures that the state will provide leadership, supervision, and resources for comprehensive career guidance, vocational counseling, and placement programs as outlined in the state approved schematic for the counseling transition program. Leadership and supervision will be accomplished through State Board staff responsible for special needs and sex equity. Resources for guidance counselors will be partially provided from sex equity funds and Title II, Part C funds. Additional funds will be provided from a state special needs appropriation.

#### 7.07.01 Guidance and Counseling Goal and Objectives

##### Goal Number One

To provide guidance and counseling services that will facilitate the working population's needs in industry.

##### Objectives

1. Assist youth and adults in making realistic, educational, and career decisions based on an assessment of aptitudes, interests, abilities, and values.
2. Provide support for program entry and successful program completion.
3. Assist youth and adults in making a successful transition from school to work or from school to further education and training.



4. Develop and adopt counseling policies, practices, and materials to increase knowledge of nontraditional opportunities and to promote the elimination of sex role stereotyping.
5. Develop and adopt counseling policies, practices, and materials that facilitate the transition of members of special populations from school to work.
6. Assist with the development of the IEP, Individualized Written Vocational Plan and Career Planned Program of Study.
7. Assist youth and adults who are members of special populations with securing services from other sources such as the Department of Health and the Department of Human Services.
8. Coordinate inservice training with special education personnel to improve the delivery of guidance and counseling services to disabled and disadvantaged youth and adults.

#### 7.07.02 Program Structure

Leadership and administration of the guidance and counseling program is provided by State Board staff responsible for special needs and sex equity. Supervision from the state level is carried out by each of the individuals involved in the coordination. Services provided with funds under the Act are delivered through secondary area vocational centers and postsecondary vocational technical institutes where guidance counselors are required to have the formal education equivalent of a master's degree plus hold, or be eligible to hold, a current Arkansas Educational Counselor's certificate.

Guidance counselors work under the general supervision of the local school administration with state coordination provided by State Board staff. State Board staff have recommended that local guidance counselors be responsible for performing the following tasks:

- . Coordinate career days with secondary schools, community agencies, and business and industry to provide career information to students completing secondary education;
- . Conduct assessment and testing of prospective students;

- . Provide students with financial aid information;
- . Recommend students for appropriate training programs;
- . Provide individual and group counseling;
- . Make referrals to other agencies when necessary;
- . Conduct and/or assist with providing inservice training for staff and instructors;
- . Identify services that students who are members of special populations need in order to succeed in vocational education and training programs;
- . Assist instructors in obtaining and compiling student follow-up information;
- . Assist in the development of the IEP, the Individualized Written Vocational Plan and the planned program of study;
- . Maintain student test results and conference summaries;
- . Maintain student confidential information;
- . Maintain files of employment opportunities for students nearing completion of training programs; and
- . Assist completing students with finding a job.

#### 7.07.03 Program Evaluation

Evaluation of the counseling program is coordinated with the Division of General Education whose staff conduct the Comprehensive Outcomes Evaluation (COE). State Board staff serve as members of COE teams and conduct the vocational portion of the evaluation.

#### 7.07.04 Career Orientation

Career Orientation is a hands-on, activity-based, career guidance program that provides students with a realistic picture of themselves and the world of work. All students have instruction and hands-on experience in a broad array of careers. The Standards for Accreditation for Arkansas Public Schools require that all students receive instruction in Career Orientation in the 7th or 8th grades.



Students enrolled in career orientation are provided with opportunities to:

- . Evaluate and assess such factors as personal needs, interests, talents, and aptitudes;
- . Identify and explore the fifteen occupational clusters to achieve a broad understanding of the world of work;
- . Concentrate individual study on clusters and/or jobs related to personal interest and aptitudes;
- . Research job information to learn about duties, education requirements, training, salary, and other pertinent job-related factors;
- . Train in decision-making skills thereby establishing a method for continuing occupational decision-making throughout life;
- . Develop acceptable employability skills;
- . Acquire an awareness of academic and vocational education opportunities; and
- . Develop a flexible career and educational plan for high school.

#### 7.07.05 Professional Development Activities

Guidance counselors participate in professional development activities each year. Counseling sessions are held during the annual Vocational Education Conference. At these meetings various topics that relate to the counseling process are discussed by professional presenters and in panels and small group sessions. Regional inservice training is annually conducted for guidance counselors and career orientation teachers by State Board staff.

#### 7.07.06 Coordination with the Arkansas State Occupational Information Coordinating Committee (ASOICC)

The Arkansas Occupational and Educational Information System (AOEIS) was developed and is periodically updated by the ASOICC. The most recent revision included employment projections through the year 2005 for each of 386 occupational groups. This easy-to-use, total career exploration package was designed to assist users in making rational career choices by providing them with current, Arkansas-specific occupational and educational information. This is accomplished by way of a structured search process utilizing either the microcomputer-microfiche system or the microcomputer-hard disk system.

At the recommendation of the ASOICC Statutory Committee, a tabloid, Arkansas Career Watch, has been developed for distribution to secondary and postsecondary schools in the state. This is an annual publication containing information on some 200 occupations, financial aid, career planning, preparing resumes, apprenticeship training, women and work, Arkansas top 20 occupations, and other items of interest to students and prospective employees.

The Directory of Licensed Occupations, prepared by the ASOICC, provides students and counselors with information about the occupations that require licensing in the state. This directory is the only single source of readily accessible occupational licensing information in the state. It includes a job title, a Dictionary of Occupational Titles code, a brief job description, required examinations, fees, other requirements, and the name, address, and telephone number of the licensing authority.

7.08 Business-Labor-Education Partnership for Training

Law: Title III, Section 331  
Regulation: 403.32(a)(27)

Upon funding of Section 331, State Board staff will prepare a Request for Proposal inviting eligible secondary and postsecondary recipients to submit proposals for programs that link structured educational experiences with on-the-job learning. This can be accomplished through apprenticeship and work-based learning training programs, internships, teacher internships, educators in industry programs as well as through career counseling and training that enable workers to retrain for job upgrading.

Proposals will also be solicited that support economic development efforts proposed by the congressionally supported Delta Commission.

7.08.01 Preference to Business-Labor-Education Partnerships

Law: 331(b)(2-4)  
Regulation: 403.32(a)(28)

The State Board assures that preference will be given to partnerships that:

- . Coordinate with local chambers of commerce (or the equivalent), local labor organizations, or local economic development plans;
- . Provide job training in areas or skills where there are significant labor shortages; and



Distribute funds to urban and rural areas on an equitable basis.

7.08.02 Aggregate Cost of Business-Labor-Education Partnerships and Training Programs

Law: 331(b)(5)  
Regulation: 403.32(a)(29)

The State Board assures that the requirements for funding from non-federal sources will be adhered to in approving proposals and awarding grants. Not less than 50 percent of the aggregate cost of programs and projects will be provided from non-federal sources, and not less than 50 percent of the non-federal share will be provided by businesses or labor organizations participating in the partnerships.

7.08.03 Partnerships with Small Businesses or Labor Organizations

Law: 331(b)(6)  
Regulation: 403.32(a)(30)

The State Board assures that the requirements for funding from non-federal sources will be adhered to in approving proposals and awarding grants. In the event that a partnership includes a small business or labor organization, 40 percent of the aggregate cost of the programs and projects will be provided from non-federal sources and not less than 50 percent of the non-federal share will be provided by participating businesses or labor organizations.

7.00 ADMINISTRATION - DISCRIPTIONS

7.20 Local Application Requirements

Law: 113(b)(6)(A)  
Regulation: 403.32(b)(5)(i)

A copy of the Application for Title II, Part C funds may be secured from State Board staff. The Local Application covers the same period as the State Plan, July 1, 1994 through June 30, 1996. Each eligible recipient who is entitled to more than the minimum grant award must have an approved application prior to receiving federal funds. Secondary local education agencies who enter into a consortium to meet minimum grant requirements may designate a fiscal agent to complete and submit the Local Application.

The application clearly states that programs for which funds are requested must: (1) be of sufficient size, scope, and quality to be effective; (2) integrate academic and vocational

education through a coherent sequence of courses so that students achieve both academic and occupational competencies; and (3) provide for the equitable participation of members of special populations in vocational education.

The Local Application requires that the recipient agree to a number of assurances, and it requests a narrative that describes how funds will be used to improve vocational education.

Eligible recipients are required to describe how information will be provided to special populations students and their parents about the opportunities available in vocational education programs, eligibility requirements for such programs, specific courses that are available, employment opportunities, and placement services that are available. Eligible recipients are asked to discuss participatory planning activities that involve parents, students, teachers, and local area residents.

#### 7.20.01 Local Application Review

State Board staff will use the guidelines contained in Appendix J to review applications for Title II formula funds. Reviewers will seek to determine if recipients have addressed the needs determined in the assessment to integrate academic and vocational education through a planned program of studies. Reviewers will also seek to determine the extent to which the needs of students who are members of special populations are being met.

The Local Application will be reviewed by individuals representing the special populations, including the:

- . Special Populations Program Manager;
- . State Supervisor, Vocational Equity;
- . Program Manager for Appropriate Tech Prep Specialty;
- . State Coordinator, Special Education, General Education Division;
- . State Coordinator, Chapter 1, General Education Division;
- . State Foreign Language Specialist, General Education Division;
- . Associate Director, Instructional Programs Unit;



- . Associate Director, Postsecondary Institutions;
- . Director Designee, Department of Higher Education

All secondary local applications are reviewed by appropriate State Board staff. All postsecondary applications are reviewed by the appropriate State Board and State Board of Higher Education staff. A sample of secondary local applications are reviewed by designated staff from the General Education Division.

Appendix K contains a copy of the Signatory Page for 1994-1996 Local Applications.

#### 7.20.02 Size, Scope, and Quality

The Perkins Act and the program assurances contained in the local application bind each recipient to provide a vocational education program that is of such size, scope, and quality as to bring about improvement in the quality of vocational education offered by the school. The size of the program will, as a rule, be measured by the number of economically disadvantaged individuals served and is evidenced in the funding allocation. Scope refers to the degree to which the recipient implements a coherent sequence of courses and integrates academic and occupational competencies so that students achieve both academic and occupational competencies. Scope also refers to the degree to which the recipient provides for the equitable participation in vocational education programs for the special populations defined in the Act. Quality may be determined to a degree as a result of prudent choices with regard to size and scope. Selection of instructional resources with a given size and scope also affect quality.

##### Size

It is obvious that if the vocational education program attempts to serve all of the special populations by addressing all of their needs with the limited funds available from the Perkins Act, the results will be minimal. Every student might get something, but the impact would be negligible. Assistance from the Perkins Act must provide a reasonable promise of success to those who do participate. There are so many variables that this rule may be used only as a beginning estimate for the number of individuals that can be served. The kinds of needs identified through assessment, the amount of inservice needed by teachers, the curriculum and equipment modifications that could be necessary to achieve success, and the support services needed will be factors. The extent of needs and available funds are the most important factors used to determine size.

### Scope

Size, of course limits scope, but so do space considerations and support services. Questions to decide are: What are the highest priorities with regard to areas of need to be served? In which program area should the funds be concentrated? Will pupil support and teacher support activities need some of the funds?

### Quality

The ultimate aim of the size and scope decisions should be to reach a goal or a purpose. The purpose is to improve vocational programs by concentrating resources to those areas with the full participation of individuals who are members of special populations at a limited number of sites or with respect to a limited number of programs areas.

The overarching goal of vocational programs is to improve student academic and occupational competencies. This may be accomplished by a planned program of studies for all students consisting of a coherent sequence of courses which integrates academic and vocational education. This program of studies will improve the basic and more advanced academic and problem-solving skills as indicated by basic and academic gains and job or work skill competency attainment.

Special populations access to quality vocational education programs (enrollments), progress, and success through vocational education are quality indicators as well as completion and placement rates.

## 7.21 Methods of Administration

Law: 113(b)(10)  
Regulation: 403.32(b)(8)

In 1981, the Arkansas General Assembly approved Act 64 and Act 250 which provided for the Department of Education to have two major divisions, with two separate heads, each having cabinet level status and each reporting to a board. The individuals who comprise each nine-member board are the same individuals, but they function as the State Board of Vocational Education for the Vocational and Technical Education Division and the State Board of Education for the General Education Division. Each board meets a minimum of four times a year. Each of the division directors is appointed by the appropriate board with confirmation by the governor, and each director serves at the pleasure of the governor.



Act 773 of 1991 gave the governor authority to augment the State Board of Vocational Education by increasing its membership. Three new members were appointed who represented senior management of their respective group or upper level management, one of which shall represent a service-based business or industry.

The State Board of Vocational Education is the sole state agency responsible for the administration or the supervision of the state's vocational education program.

#### 7.21.01 State Administration

The state's governance structure is illustrated in the organizational chart included as Appendix L.

Appendix M contains a list of State Board staff organized by title, name, and telephone number.

#### 7.21.02 Consumer and Homemaking Administration

The Qualification Standards for State Positions and Local Positions in Approved Programs approved by the State Board of Vocational Education July 1, 1990, set forth the following standards for all program supervisors including Consumer and Homemaking Education:

"Minimum qualifications under implementation of Uniform Classification and Compensation Act:

The formal education equivalent of a Bachelor's Degree with a major in Education or related field, plus four years of progressively more responsible experience in the field of vocational education, including two years in a supervisory or leadership capacity.

Other job related education and/or experience may be substituted for all or part of these basic requirements upon approval of the Qualification Review Committee.

Additional qualifications to be considered. It is desirable that applicants hold a Master's Degree with a minimum of 18 semester hours in Vocational Education and five years of experience as a teacher in an approved vocational program, vocational coordinator, local supervisor, local director, teacher educator, or a member of the state staff in the field in which the supervisor is to serve. Consideration will be given also to applicants meeting the work experience requirements of a teacher in the occupational area involved."

A vita outlining the qualifications of the full-time manager of the Consumer and Homemaking education program is contained in Appendix N. As shown on the Organizational Chart, Appendix L, this person reports to the associate director for instructional programs.

#### 7.21.03 Sex Equity Supervision

A full-time sex equity supervisor is responsible for administering the sex equity and the single parents, displaced homemakers, and single pregnant women programs. As shown on the Organizational Chart in Appendix L, this individual reports to the associate director for instructional programs.

In addition to administering the program of vocational education for single parents, displaced homemakers, and single pregnant women, the sex equity supervisor is responsible for:

- Gathering, analyzing, and disseminating data on the adequacy and effectiveness of vocational education programs in the state in meeting the education and employment needs of women (including preparation for employment in technical occupations, new and emerging occupational fields, and occupations regarded as nontraditional for women), and on the status of men and women students and employees in such programs;
- Reviewing and commenting upon, and making recommendations concerning, the plans of LEAs, area vocational education centers, and postsecondary institutions to ensure that the needs of women and men for training in nontraditional jobs are met;
- Reviewing vocational education programs (including career guidance and counseling) for sex stereotyping and sex bias, with particular attention to practices that inhibit the entry of women in high technology occupations, and submitting: (1) recommendations for programs and policies to overcome sex bias and sex stereotyping in such programs; and (2) an assessment of the state's progress in meeting the purposes of the Act with regard to overcoming sex discrimination and sex stereotyping;
- Reviewing proposed actions on grants, contracts, and the policies of the State Board to ensure that the needs of women are addressed in the administration of this Act;



- . Developing recommendations for programs of information and outreach to women concerning vocational education and employment opportunities for women (including opportunities for careers as technicians and skilled workers in technical fields and new and emerging occupational fields);
- . Providing technical assistance and advice to LEAs, postsecondary institutions, and other interested parties in the state, in expanding vocational opportunities for women;
- . Assisting administrators, instructors, and counselors in implementing programs and activities to increase access for women (including displaced homemakers and single heads of households) to vocational education and to increase male and female students' enrollment in nontraditional programs;
- . Developing an annual plan for the use of all funds available for such programs;
- . Managing the distribution of funds;
- . Monitoring the use of funds distributed to recipients under such programs; and
- . Evaluating the effectiveness of programs and activities supported by such funds.

7.22 Appeals Procedure

Law: 113(b)(22)  
 Regulation: 403.32(b)(11)

Section 76.401 of the Code of Federal Regulations outlines the following hearing and review procedures established for applicants of Perkins Act subgrants.

1. The State Board shall provide an opportunity for a hearing before an application is disapproved.
2. The applicant shall request the hearing within 30 days of the action of the State Board.
3. Within 30 days after it receives a request, the State Board shall hold a hearing on the record and shall review its action.
4. Not later than 10 days after the hearing, the State Board shall issue its written ruling, including findings of fact and reasons for the ruling.

5. If the State Board determines that its action was contrary to state or federal statutes or regulations that govern the applicable program, the Board shall rescind its action.
6. If the State Board does not rescind its final action after a review under this paragraph, the applicant may appeal to the Secretary of the U.S. Department of Education.

7.23 State Corrections Educational Agency

**Regulation:** 403.32(b)(14)

Federal funds will be distributed by contract to the DOC for vocational and technical education programs managed and operated by Riverside Vocational Technical School. Riverside is located on the grounds of one of the state prison facilities. Riverside manages programs at the women's unit and at three units housing male prisoners. Occupational-specific vocational education training, as well as vocational assessment, counseling, and basic academic education, will be provided to incarcerated individuals who meet the following criteria:

- . Possess no marketable skills;
- . Were unemployed or underemployed at the time of incarceration;
- . Have a low educational functioning level; and
- . Are within 15 to 18 months of parole.

A copy of the application used to distribute funds is contained in Appendix O. The application requires the DOC to submit the completed application together with a plan for the use of federal funds. Funds will be used to expand vocational education offerings to a growing number of incarcerated men and women.

7.24 Delegation of Responsibilities

**Law:** 111(a)(2)  
**Regulation:** 403.32(b)(15)

The State Board has delegated responsibility to the State Board of Higher Education for administration and supervision of programs in technical and community colleges governed by the State Board of Higher Education who are receiving funds under Title II, Part C of the Act. The State Board has



further delegated responsibility to the State Board of Higher Education to provide leadership activities for the two-year institutions under their administrative jurisdiction. The terms and conditions of this agreement are contained in a Memorandum of Understanding executed annually.

7.25 Compliance with Titles I, II, III, and V

Regulation: 403.32(b)(16)

The State Board assures that it will comply with the requirements of Titles I, II, III, and V of the Act including the maintenance of fiscal effort requirements in 403.182.

Federal funds will be distributed through the following methods:

- . Formulas;
- . Grants; and
- . Contracts.

Recipients of formula and contract funds complete an application; grant recipients submit proposals for projects, services, or activities.

7.26 Waiver of Minimum Grant

Law: 231(b)  
Regulation: 403.32(b)(18)

The minimum grant of \$15,000 will be not waived for LEAs that meet the criteria listed in 403.112(d)(3). All LEAs are able to participate in a consortium arrangement with one or more LEAs, a secondary area vocational center or an education service cooperative.

7.27 State Advisory Council Comments

Law: 112(e)  
Regulation: 403.32(c)(1)

Appendix P contains a copy of a letter from the Arkansas Advisory Council for Vocational-Technical Education that supports the involvement of the Council in developing the Plan.

7.28 State Committee of Practitioners Recommendations

Regulation: 403.32(c)(2)

The State Board accepted the recommendations made by the Committee of Practitioners to modify the statewide system of core standards and measures of performance. The standards and measures were amended to accommodate the recommendations.

7.29 Objections to State Plan by Other Agencies

Law: 114(a)  
Regulation: 403.32(c)(3)

No objections to the State Plan have been submitted by other agencies. The Plan was placed on public review on March 14, 1994. A notice of the public review was placed in the state newspaper. A copy of the Plan was delivered to staff of the State Job Training Coordinating Council and the Department of Education. Representatives of the State Board of Higher Education, the Arkansas Advisory Council for Vocational-Technical Education, JTPA, and the State Committee of Practitioners serve on the State Plan Steering Committee and assisted with the development of the Plan. On April 1, the Plan was presented to the Arkansas Legislative Council Subcommittee on Administrative Rules and Regulations. A concern was expressed by some of the state legislators about the secondary/postsecondary split of 75/25 percent which was approved by the State Board in December 1993. Some of the legislators think the amount reserved for postsecondary programs should be greater than 25 percent. After considerable discussion, the committee approved the Plan.

8.00 CONSUMER AND HOME MAKING EDUCATION

Funds available for consumer and homemaking education will be used for:

- Instructional projects, services, and activities that prepare youth and adults for the occupation of homemaking; and
- Instruction in the areas of food and nutrition, individual and family health, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management), and clothing and textiles.



## Goals and Objectives

### Goal Number One

To provide and support quality curriculum with high and achievable standards.

#### Objectives

1. Review all course content guides for approvable courses.
2. Complete two to four curriculum guides.
3. Update Teacher's Handbook.
4. Update VSO Materials.
5. Expand pilot sites for infusing Applied Biology/Chemistry in consumer and homemaking education classes.
6. Re-evaluate program design and course offerings making revisions where needed.
7. Strengthen VSO activities and increase participation.
8. Revise minimum, recommended, and optimum equipment lists.
9. Improve and expand services to special populations.

### Goal Number Two

To establish, support, and facilitate vocational teacher standards and the associated education and training required with inservice and professional development programs.

#### Objectives

1. Provide inservice on applied academics.
2. Work closely with home economics teacher educators to update and expand preservice and inservice training.
3. Provide quality personnel development activities.

### Goal Number Three

To establish and provide the research, planning, and instructional program development system that supports strategy and budgets for the immediate future operations.

### Objectives

1. Facilitate interpretation and implementation of legislative mandates.
2. Support the missions and goals of the State Board.

### Outcomes

Males, females, youth, adults, and students in special populations groups will be better prepared for the occupation of homemaking and for jobs and careers requiring consumer and homemaking skills.

### Evaluation

Evaluation procedures will be followed for consumer and homemaking programs. Evaluations will contain qualitative and quantitative elements that include numbers participating by sex, race, disability, academic disadvantage, and level of achievement in the courses. Planning has begun to use a pre-test/post-test procedure to track student progress. Tests have been included in the curriculum guides that have been developed.

### 8.01 Residents of Economically Depressed Areas and Traditionally Underserved Populations

Law: 312(a)(1)(2)(4)  
Regulation: 403.150(b)(1)(2)(4)

The Request for Proposal process will be used to secure proposals planned and designed to provide any one or combination of the following services and activities:

1. Conduct programs for residents of economically depressed areas;
2. Encourage participation of traditionally underserved populations;
3. Encourage, in cooperation with the sex equity supervisor, projects that eliminate sex bias and sex stereotyping;
4. Improve, expand, and update programs with an emphasis on those which specifically address needs described under items 1, 2, and 3; and
5. Address local, state, and national priorities and emerging concerns.



8.02 Cooperative Efforts with Sex Equity Administrator

Law: 312(a)(3)  
Regulation 403.150(b)(3)

Cooperative efforts with the sex equity supervisor will include but not be limited to the following:

- . The sex equity supervisor will be asked to review all applications for program approval, all RFPs, and all proposals submitted in response to requests to assure that proper measures are followed to eliminate sex bias and/or stereotyping;
- . Materials and information on equity will be requested from the sex equity supervisor and will be shared with teachers and other staff responsible for conducting consumer and homemaking programs; and
- . The consumer and homemaking education administrator will collaborate with the sex equity supervisor in special projects aimed at elimination of sex bias and stereotyping.

8.03 Programs in Economically Depressed Areas

Law: 312(c)  
Regulation: 403.151(a)

At least one-third of the funds available will be used for residents of economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life.

8.04 Leadership Activities

Law: 313(a)  
Regulation: 403.151(b)(2)

Leadership activities and services will include but not be limited to the following:

- . Professional development which will be provided through workshops, conferences, and institutes for teachers and other staff responsible for conducting local programs;
- . Application of academic and basic skills into the curriculum, which will be accomplished by providing workshops and seminars designed to assist teachers in determining activities and identifying

instructional methodologies which will result in a smooth integration of academic and vocational skills;

- Research activities which will be conducted in collaboration with universities and other agencies for the purpose of collecting information on priority issues and emerging concerns. The data collected will be used in planning and implementing quality programs which reflect current and futuristic planning;
- Curriculum development/revision which will continue with two to four curriculum guides plus other curriculum materials being developed and disseminated each year;
- Technical assistance which will include but not be limited to recommendations for state-of-the-art equipment and facilities, provisions of updated and expanded program design, assistance with design of local programs, suggestions for resources and instructional materials, gathering and processing of data, and assistance with interpretation and compliance with policies and regulations; and
- Vocational student organization leadership activities for advisers which will enable them to develop skills and gain knowledge needed to work with students in developing leadership skills; in learning to prepare and run for leadership positions at area, subdistrict, state, and national levels; to prepare for and participate in proficiency events; to plan and conduct meetings at area, subdistrict, state, and national levels; and to provide updated materials including a vocational student organization handbook.

The experience and information gained through carrying out programs assisted under this part of the Act will be shared with administrators for the purpose of program planning. Funds available under this part will be used to assist in providing state leadership and a full-time state administrator qualified by experience and educational preparation in home economics education.



#### 8.04.01 Role and Responsibilities of Administrator

Law: 313(a)  
Regulation: 403.151(b)(2)

The role and responsibilities of the full-time consumer and homemaking administrator include but are not limited to the following tasks:

- . Administering finances of unit including the maintenance and operations budget, personnel development and inservice training budget, instructional budget, and vocational student organization budget. Specific tasks related to budgeting include but are not limited to review and approval of: supply request orders, purchase orders for unit, travel reimbursement for vocational home economics teachers on official business, conference expenses, reimbursement for equipment, and expenditures for adult classes;
- . Interviewing, recommending for employment, supervising, and evaluating persons filling the seven approved positions within the unit and working with personnel of unit in developing supervisory skills;
- . Communicating to staff all policies, directives, and procedures relative to vocational education;
- . Assisting with development, interpretation, and implementation of policies and legislative regulations;
- . Processing proposals for new and/or expanded programs;
- . Processing annual applications for program approval;
- . Supervising others in conducting vocational program evaluations;
- . Answering inquiries on program design and state-of-the-art equipment;
- . Providing equipment standards which reflect new and emerging technologies;
- . Investigating and resolving program problems and concerns;

- . Working with architects and local education agencies in designing and remodeling facilities;
- . Working with regulatory boards affecting the program area;
- . Collaborating with other agencies and business and industry in addressing critical societal issues;
- . Ensuring that unit program is in compliance with all regulatory standards;
- . Assisting with planning and implementation of inservice training for vocational home economics teachers that reflects new and emerging trends, methods, and technologies;
- . Developing program curricula;
- . Providing leadership in the development of curriculum guides;
- . Conducting research regarding current trends and needs;
- . Performing research for special projects;
- . Writing and editing informational materials and special reports;
- . Planning and coordinating projects and presentations;
- . Administering activities of vocational student organizations;
- . Preparing a narrative of monthly activities of unit for associate director;
- . Compiling and analyzing data collected from schools;
- . Preparing reports to be submitted the U.S. Department of Education;
- . Corresponding with school administrators, teachers, business and industry representatives, and others;
- . Participating/responding to surveys and research studies;



- . Assisting with review and crosswalking of competency test items for competency test bank for program area;
- . Assisting with editing and publishing of two publications, Arkansas Future Homemaker, for students, and The Vocational Visitor, for teachers;
- . Coordinating activities involving home economics teacher educators, heads of university home economics departments, and state staff for the purpose of upgrading and updating preservice and inservice training;
- . Representing the State Board on commissions and task forces; and
- . Working with teacher certification personnel to keep standards for certification of consumer and homemaking teachers up-to-date.

8.05 Funds Reserved for Administration

Law: 313(b)  
Regulation: 403.151(c)

No more than six percent of the funds available under Title III, Part B will be used for state administration of consumer and homemaking education programs, services, and activities.

9.00 COMMUNITY-BASED ORGANIZATIONS - ASSURANCES

Law: Title III, Section 301  
Regulation: 403.140

Funds for programs, services, and activities will be distributed through a competitive process. RFPs will be sent to secondary LEAs, secondary area vocational centers, postsecondary institutions, education service cooperatives, and two-year and community colleges. Proposals will be reviewed by a committee using criteria developed by the State Board staff.

9.01 Severely Economically and Educationally Disadvantaged Youth

Law: 301(a)(3)  
Regulation: 403.141(b)(3)

Funds will be used for programs, services, and activities that give special consideration to economically and educationally disadvantaged youth between the ages of 16 and 21.

9.02 Involvement of Business

Law: 301(a)(4)  
Regulation: 403.141(b)(4)

Where appropriate, business concerns will be involved in services and activities provided in approved projects.

9.03 Applicable Core Standards and Measures of Performance

Law: 301(a)(6)  
Regulation: 403.141(b)(7)

Projects conducted by community-based organizations will conform to the applicable core standards of measures of performance required of vocational education programs in the state.

9.20 **COMMUNITY-BASED ORGANIZATIONS - DESCRIPTIONS**

Agreement Among Community-Based Organizations and Eligible Recipients

Law: 301(a)(1)  
Regulation: 403.141(b)(1)

The RFP requires that projects must be conducted by a secondary or postsecondary eligible recipient and a community-based organization. The proposal must designate the fiscal agency for the project.

9.21 Uses of Funds

Law: 301.(a)(2)  
Regulation: 403.141(b)(2)

Funds may be used for:

- Outreach programs that facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education employment, or other education and training;
- Transitional services such as attitudinal and motivational prevocational training programs;
- Prevocational education preparation and basic skills development, conducted in cooperation with business concerns;



- . Special prevocational preparation programs targeted to inner-city youth, non-English speaking youth, and the youth of urban and rural areas having a high density of poverty who need special prevocational programs;
- . Career intern programs;
- . Model programs for school dropouts;
- . Assessment of students' needs in relation to vocational education and jobs; and
- . Guidance and counseling to assist students with occupational choices and with the selection of a vocational education program.

Projects will be evaluated for size, scope, and quality through quarterly and annual reports and on-site visits. The guidelines for reporting quarterly and annually require that the recipient describe the progress made in achieving the goals and objectives of the project as well as efforts made to ensure student progress. The guidelines also ask that barriers to progress be identified. One project has contracted for a study to compare the effects of teen parents attending parenting classes with an intervention group not attending the classes. The study will be conducted by the University of Arkansas Medical Sciences College of Nursing. The study will include a home observation of both groups utilizing the Home Observation and Measurement of the Environment instrument. Test scores of the two groups will be compared.

9.22 Community-Based Organizations Collaboration with Eligible Recipients

Law: 301(a)(5)  
 Regulation: 403.141(b)(5)

Each project funded will describe the collaboration of the eligible recipient and the community-based organization. The contribution eligible recipients will make to the effort include:

- . Fiscal responsibilities;
- . Facilities;
- . Facility maintenance, if applicable;
- . Equipment and supplies as needed; and
- . Support personnel.

Community-based organizations will make the following contributions to the projects:

- . Organization and supervision of the program;
- . Instructional and support personnel;
- . Counseling services;
- . Equipment and supplies as needed;
- . Follow up; and
- . Evaluation.

## 10.0 TECH-PREP EDUCATION - DESCRIPTIONS

### 10.20 Tech-Prep Program

Law: Title III, Section 341  
Regulation: Part 406

The Tech-Prep Education program will be implemented in consortia of secondary schools and postsecondary institutions that demonstrate strong, comprehensive links that lead to an associate degree, a two-year postsecondary certificate; or an apprenticeship/work-based learning program of at least two years. Tech-Prep Education provides technical preparation in one or more specific occupational fields of Agriculture, Business-Marketing, Health, Home Economics, or Technical and Industrial education. It builds student competency in mathematics, science, and communications through a sequential course of study and leads to placement in employment.

In 1991, Title III, Part E funds were awarded to 12 secondary/postsecondary consortia to plan 2 + 2 Tech-Prep Associate Degree programs. For the year beginning July 1, 1992, the same 12 consortia were awarded grants to implement Tech-Prep programs. One new planning grant was awarded to a consortium during the second year. Three implementation grants were awarded to urban recipients; nine implementation grants were continued in consortia located in rural areas. The planning grant was awarded to a consortium in an urban area.

During year two, staff from Tech-Prep consortia and representatives from local business and industry worked cooperatively to determine the competencies that completers of the postsecondary associate degree program should possess. Curriculum restructuring and alignment of subject content contributed to developing a seamless program of study for students electing the Tech-Prep path.



#### 10.20.01 Articulation Agreements

A Tech-Prep program will be carried out under an articulation agreement between the participants in the consortium. Credit granting articulation agreements which provide secondary and postsecondary transfer credit for courses taken in high school to postsecondary institutions which accept the credits toward an associate degree or two-year postsecondary certificate are required. The model of articulation in place must be identified.

Articulation agreements between secondary and postsecondary institutions follow two primary models: the time-shortened model and the advanced-skills model.

The most common model is the time-shortened model which has the primary purpose of eliminating unnecessary duplication of educational experiences in order to grant advanced placement to high school students entering a two-year college program. This model provides students the advantage of completing a two-year postsecondary program more quickly than the normal postsecondary program would allow.

The advanced skills model also eliminates duplication of training across secondary-postsecondary levels, but its primary purpose is to make room in the curriculum for more advanced training by streamlining educational experiences in grades 11-14. This model offers students the advantage of completing a two-year postsecondary program in the same time it would take to complete a normal postsecondary program but with a higher level of skill.

#### 10.20.02 Linkage Between Secondary and Postsecondary

Tech-Prep programs will consist of the two years of secondary school preceding graduation and two years of higher education or an apprenticeship program of at least two years following secondary instruction.

The program includes a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field. Vocational, math, science, and communications instructors as well as counselors and school administrators must be included in the planning and development of Tech-Prep programs of study in one or more specific occupational areas.

10.20.03 Curricula Appropriate to Consortium Participants

Business, industry, and labor representatives will be involved with educational representatives in the planning and implementation of the Tech-Prep program to ensure that academic and technical courses contain sufficient rigor to meet private sector expectations and raise the academic achievement of program participants. Industry standards and employment projections will be considered in the development of the program.

10.20.04 Inservice Training

A Tech-Prep program will include inservice training for teachers and other participants in a consortium that is designed to train teachers in the consortium to effectively implement the Tech-Prep education curricula. Training may be provided on weekends, evenings, or during the summers in the form of sessions, institutes, or workshops.

10.20.05 Activities for Counselors

Training activities for counselors will be designed to enable counselors to more effectively recruit students for Tech-Prep programs and ensure that recruited students successfully complete the program. Plans for effective placement including employment and transfer of students to a four-year baccalaureate degree program upon completion of the Tech-Prep program will be submitted with the proposal. The plans will include a system for documenting the status of each student enrolled in a program. Status includes course completion, program completion, and job placement or transfer to a four-year program. Issues of dropout prevent and re-entry will be included in the plan.

10.20.06 Equal Access for Members of Special Populations

Each proposal will describe the plan for student selection and recruitment including outreach and recruitment efforts targeted to special populations. Provisions for meeting the needs of minorities and students of limited English proficiency, youth with disabilities, and disadvantaged youth must be included in the plan.

10.20.07 Preparatory Services

Each consortia will provide services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in an appropriate vocational education training program. Examples of preparatory services include outreach and recruitment activities, career and personal counseling, and vocational assessment and testing.



10.20.08 Distribution of Funds

Funds will be distributed for Tech-Prep programs through a RFP basis. RFPs will be solicited from two- and four-year institutions of higher education, postsecondary vocational institutes, public secondary schools, and secondary area vocational centers. Proposals will be requested for the two-year period that begins July 1, 1994. A copy of the RFP which contains the proposal criteria/evaluation guide may be secured from State Board staff.

10.20.09 Approval of Proposals

Each proposal received will be evaluated by a team of reviewers that includes staff from the State Board and the State Board of Higher Education. Reviewers will be selected based on demonstrated expertise in the field. Special consideration will be given to consortia that provide for effective employment placement activities or transfer of students to four-year baccalaureate degree programs; are developed in consultation with business, industry, and labor unions; and address effectively the issues of dropout prevention and re-entry including the needs of special populations. The State Board assures an equitable distribution of assistance between urban and rural consortium participants. Final determination for selection will be made by the directors of the Vocational and Technical Education Division and the Department of Higher Education and will be based upon recommendations from the evaluation process. The State Board and State Board of Higher Education will be the final approving authorities.

10.20.10 Monitoring Tech-Prep Programs

A Tech-Prep Program Manager will provide technical assistance to approved consortia, organize inservice training as appropriate, and periodically meet with consortia participants to review progress. Monitoring activities will include an examination of the placement status of students. A formal evaluation will be conducted annually.

10.20.11 Coordination with Other Tech-Prep Education Programs

At this point in time, only Tech-Prep programs that include the last two years of secondary school and the first two years of postsecondary education are those approved for Title III funds. The program of study approved for the state begins in the 7th grade and includes the core curriculum and academic courses necessary for entry into a Tech-Prep program in the 11th grade. No Title III funds are used for programs below the 11th grade.

Table 1  
BUDGET SUMMARY 1994-1995

| FUNDING CATEGORIES   | FEDERAL FUNDS |           | NON-FEDERAL FUNDS |            | TOTAL |
|--|---------------|-----------|-------------------|------------|-------|
|  | ALLOTTED      | BUDGETED  | BUDGETED          |            |       |
| TITLE II:  |               |           |                   |            |       |
| State Administration   | 538,702       | 1,000,000 |                   | 1,538,702  |       |
| Sex Equity Administration  | ( 60,000)     |           |                   | ( 60,000)  |       |
| State Programs and Leadership                                      | 915,794       |           |                   | 915,794    |       |
| Other State Programs   |               |           |                   |            |       |
| Single Parents, Displaced Homemakers,<br>and Single Pregnant Women | 808,053       |           |                   | 808,053    |       |
| Sex Equity Programs  | 323,221       |           |                   | 323,221    |       |
| Criminal Offenders   | 142,194*      |           |                   | 142,194    |       |
| Secondary, Postsecondary, and Adult                                | 8,080,530     |           |                   | 8,080,530  |       |
| Total Title II   | 10,808,494    | 1,000,000 |                   | 11,808,494 |       |
| TITLE III:   |               |           |                   |            |       |
| PART A   |               |           |                   |            |       |
| Community-Based Organizations                                      | 132,282       |           |                   | 132,282    |       |
| PART B   |               |           |                   |            |       |
| Consumer and Homemaking  | 195,189       |           |                   | 195,189    |       |
| Economically Depressed Areas 1/3                                   | 124,701       |           |                   | 124,701    |       |
| State Administration   | 22,448        |           |                   | 22,448     |       |
| Leadership   | 31,802        |           |                   | 31,802     |       |
| PART C   |               |           |                   |            |       |
| Guidance and Counseling  | 0             |           |                   | 0          |       |
| PART D   |               |           |                   |            |       |
| Business-Labor-Ed. Partnerships                                    | 0             |           |                   | 0          |       |
| PART E   |               |           |                   |            |       |
| Tech Prep  | 1,189,649     |           |                   | 1,189,649  |       |
| PART F   |               |           |                   |            |       |
| Supplemental Grants  | 0             |           |                   | 0          |       |
| Total Title III  | 1,696,071     |           |                   | 1,696,071  |       |
| Total Title II and III   | 12,504,565    | 1,000,000 |                   | 13,504,565 |       |

\* Subject to Hold Harmless Provision



Continued Level

Table 2

BUDGET SUMMARY 1995-1996

| FUNDING CATEGORIES   | FEDERAL FUNDS |            | NON-FEDERAL FUNDS |  | TOTAL      |
|--|---------------|------------|-------------------|--|------------|
|  | ALLOTTED      |            | BUDGETED          |  |            |
| TITLE II:  |               |            |                   |  |            |
| State Administration   |               | 538,702    | 1,000,000         |  | 1,538,702  |
| Sex Equity Administration  | (5%)          | (60,000)   |                   |  | (60,000)   |
| State Programs and Leadership                                      | (8.5%)        | 915,794    |                   |  | 915,794    |
| Other State Programs   |               |            |                   |  |            |
| Single Parents, Displaced Homemakers,<br>and Single Pregnant Women | (7.5%)        | 808,053    |                   |  | 808,053    |
| Sex Equity Programs  | (3%)          | 323,221    |                   |  | 323,221    |
| Criminal Offenders   | (1%)          | 142,194*   |                   |  | 142,194    |
| Secondary, Postsecondary, and Adult                                | (75%)         | 8,080,530  |                   |  | 8,080,530  |
| Total Title II   |               | 10,808,494 | 1,000,000         |  | 11,808,494 |
| TITLE III:   |               |            |                   |  |            |
| PART A   |               |            |                   |  |            |
| Community-Based Organizations                                      |               | 132,282    |                   |  | 132,282    |
| PART B   |               |            |                   |  |            |
| Consumer and Homemaking  |               | 195,189    |                   |  | 195,189    |
| Economically Depressed Areas 1/3                                   |               | 124,701    |                   |  | 124,701    |
| State Administration   | (6%)          | 22,448     |                   |  | 22,448     |
| Leadership   | (8.5%)        | 31,802     |                   |  | 31,802     |
| PART C   |               |            |                   |  |            |
| Guidance and Counseling  |               | 0          |                   |  | 0          |
| PART D   |               |            |                   |  |            |
| Business-Labor-Ed. Partnerships                                    |               | 0          |                   |  | 0          |
| PART E   |               |            |                   |  |            |
| Tech Prep  |               | 1,189,649  |                   |  | 1,189,649  |
| PART F   |               |            |                   |  |            |
| Supplemental Grants  |               | 0          |                   |  | 0          |
| Total Title III  |               | 1,696,071  |                   |  | 1,696,071  |
| Total Title II and III   |               | 12,504,565 | 1,000,000         |  | 13,504,565 |

\* Subject to Hold Harmless Provision

PERKINS II  
DISBURSEMENT OF SECONDARY FORMULA FUNDS FOR 1994-1995

Secondary \$6,210,398 = 75%  
Chap I State Total \$74,191,849  
Tot St Handcp Enrol 44,690  
Tot. K-12 + Adult Enroll 442,471

| DISTRICT         | 1992-1993 CHAPTER I ESEA FUNDS |                       | 1992-1993 CHAPTER I ESEA FACTOR |               | 1992-1993 ESEA DOLLARS |                | HANDCP ENROLL |             | HANDCP FACTOR          |              | 1992-1993 ADULT ENROLL |             | TOTAL ENROLL |              | K-12 ENROLL |             | K-12 FACTOR  |       | K-12 DOLLARS |  | TOTAL |
|------------------|--------------------------------|-----------------------|---------------------------------|---------------|------------------------|----------------|---------------|-------------|------------------------|--------------|------------------------|-------------|--------------|--------------|-------------|-------------|--------------|-------|--------------|--|-------|
|                  | FUNDS                          | CHAPTER I ESEA FACTOR | 1992-1993 ESEA DOLLARS          | HANDCP ENROLL | HANDCP FACTOR          | HANDCP DOLLARS | K-12 ENROLL   | K-12 FACTOR | 1992-1993 ADULT ENROLL | TOTAL ENROLL | K-12 ENROLL            | K-12 FACTOR | K-12 DOLLARS | TOTAL ENROLL | K-12 ENROLL | K-12 FACTOR | K-12 DOLLARS | TOTAL |              |  |       |
| DeWitt           | \$271,312                      | 0.0037                | \$15,898                        | 153           | 0.0034                 | \$4,252        | 1,340         | 10          | 1,350                  | 0.0031       | \$1,895                | \$22,045    |              |              |             |             |              |       |              |  |       |
| Gillett          | \$68,433                       | 0.0009                | \$4,010                         | 25            | 0.0006                 | \$695          | 267           |             | 267                    | 0.0006       | \$375                  | \$5,079     |              |              |             |             |              |       |              |  |       |
| Stuttgart        | \$516,595                      | 0.0070                | \$30,270                        | 206           | 0.0046                 | \$5,725        | 2,376         | 111         | 2,487                  | 0.0056       | \$3,491                | \$39,486    |              |              |             |             |              |       |              |  |       |
| Humphrey         | \$93,583                       | 0.0013                | \$5,484                         | 25            | 0.0006                 | \$695          | 335           |             | 335                    | 0.0008       | \$470                  | \$6,649     |              |              |             |             |              |       |              |  |       |
| Crossett         | \$357,835                      | 0.0048                | \$20,967                        | 212           | 0.0047                 | \$5,892        | 2,728         |             | 2,728                  | 0.0062       | \$3,829                | \$30,688    |              |              |             |             |              |       |              |  |       |
| Fountain Hill    | \$49,964                       | 0.0007                | \$2,928                         | 43            | 0.0010                 | \$1,195        | 280           |             | 280                    | 0.0006       | \$393                  | \$4,516     |              |              |             |             |              |       |              |  |       |
| Hamburg          | \$440,150                      | 0.0059                | \$25,791                        | 194           | 0.0043                 | \$5,392        | 1,744         |             | 1,744                  | 0.0039       | \$2,448                | \$33,630    |              |              |             |             |              |       |              |  |       |
| Parkdale         | \$55,774                       | 0.0008                | \$3,268                         | 28            | 0.0006                 | \$778          | 108           |             | 108                    | 0.0002       | \$152                  | \$4,198     |              |              |             |             |              |       |              |  |       |
| Coiter           | \$72,663                       | 0.0010                | \$4,258                         | 88            | 0.0020                 | \$2,446        | 533           |             | 533                    | 0.0012       | \$748                  | \$7,452     |              |              |             |             |              |       |              |  |       |
| Mountain Home    | \$280,991                      | 0.0038                | \$16,465                        | 295           | 0.0066                 | \$8,199        | 3,544         | 56          | 3,600                  | 0.0081       | \$5,053                | \$29,717    |              |              |             |             |              |       |              |  |       |
| Norfolk          | \$94,921                       | 0.0013                | \$5,562                         | 73            | 0.0016                 | \$2,029        | 524           | 12          | 536                    | 0.0012       | \$752                  | \$8,343     |              |              |             |             |              |       |              |  |       |
| Bentonville      | \$304,519                      | 0.0041                | \$17,843                        | 446           | 0.0100                 | \$12,396       | 4,647         | 269         | 4,916                  | 0.0111       | \$6,900                | \$37,139    |              |              |             |             |              |       |              |  |       |
| Decatur          | \$43,808                       | 0.0006                | \$2,567                         | 60            | 0.0013                 | \$1,668        | 561           |             | 561                    | 0.0013       | \$787                  | \$5,022     |              |              |             |             |              |       |              |  |       |
| Gentry           | \$95,024                       | 0.0011                | \$5,568                         | 100           | 0.0022                 | \$2,779        | 1,072         | 10          | 1,082                  | 0.0024       | \$1,519                | \$9,866     |              |              |             |             |              |       |              |  |       |
| Gravette         | \$83,645                       | 0.0013                | \$4,901                         | 73            | 0.0016                 | \$2,029        | 1,116         |             | 1,116                  | 0.0025       | \$1,566                | \$8,496     |              |              |             |             |              |       |              |  |       |
| Rogers           | \$383,157                      | 0.0052                | \$22,451                        | 662           | 0.0148                 | \$18,399       | 7,578         |             | 7,578                  | 0.0171       | \$10,636               | \$51,487    |              |              |             |             |              |       |              |  |       |
| Siloam Springs   | \$200,056                      | 0.0027                | \$11,722                        | 130           | 0.0029                 | \$3,613        | 2,347         |             | 2,347                  | 0.0053       | \$3,294                | \$18,630    |              |              |             |             |              |       |              |  |       |
| Pea Ridge        | \$34,784                       | 0.0005                | \$2,038                         | 65            | 0.0015                 | \$1,807        | 788           |             | 788                    | 0.0018       | \$1,106                | \$4,951     |              |              |             |             |              |       |              |  |       |
| Alpena           | \$67,373                       | 0.0009                | \$3,948                         | 44            | 0.0010                 | \$1,223        | 476           |             | 476                    | 0.0011       | \$668                  | \$5,839     |              |              |             |             |              |       |              |  |       |
| Bergman          | \$116,796                      | 0.0016                | \$6,844                         | 52            | 0.0012                 | \$1,445        | 738           |             | 738                    | 0.0017       | \$1,036                | \$9,325     |              |              |             |             |              |       |              |  |       |
| Harrison         | \$315,540                      | 0.0043                | \$18,489                        | 203           | 0.0045                 | \$5,642        | 2,785         |             | 2,785                  | 0.0063       | \$3,909                | \$28,040    |              |              |             |             |              |       |              |  |       |
| Omaha            | \$29,055                       | 0.0004                | \$1,702                         | 43            | 0.0010                 | \$1,195        | 319           |             | 319                    | 0.0007       | \$448                  | \$3,345     |              |              |             |             |              |       |              |  |       |
| Valley Springs   | \$107,670                      | 0.0015                | \$6,309                         | 66            | 0.0015                 | \$1,834        | 833           |             | 833                    | 0.0019       | \$1,169                | \$9,312     |              |              |             |             |              |       |              |  |       |
| Lead Hill        | \$79,380                       | 0.0011                | \$4,651                         | 47            | 0.0011                 | \$1,306        | 341           |             | 341                    | 0.0008       | \$479                  | \$6,436     |              |              |             |             |              |       |              |  |       |
| Hermitage        | \$207,916                      | 0.0028                | \$12,183                        | 37            | 0.0008                 | \$1,028        | 604           |             | 604                    | 0.0014       | \$848                  | \$14,059    |              |              |             |             |              |       |              |  |       |
| Warren           | \$411,324                      | 0.0055                | \$24,102                        | 128           | 0.0029                 | \$3,558        | 1,822         |             | 1,822                  | 0.0041       | \$2,557                | \$30,216    |              |              |             |             |              |       |              |  |       |
| Hampton          | \$204,032                      | 0.0028                | \$11,955                        | 117           | 0.0026                 | \$3,252        | 933           |             | 933                    | 0.0021       | \$1,310                | \$16,517    |              |              |             |             |              |       |              |  |       |
| Berryville       | \$146,193                      | 0.0020                | \$8,566                         | 146           | 0.0033                 | \$4,058        | 1,507         |             | 1,507                  | 0.0034       | \$2,115                | \$14,739    |              |              |             |             |              |       |              |  |       |
| Eureka Springs   | \$68,615                       | 0.0009                | \$4,021                         | 82            | 0.0018                 | \$2,279        | 704           |             | 704                    | 0.0016       | \$988                  | \$7,288     |              |              |             |             |              |       |              |  |       |
| Green Forest     | \$126,675                      | 0.0017                | \$7,423                         | 122           | 0.0027                 | \$3,391        | 1,188         |             | 1,188                  | 0.0027       | \$1,667                | \$12,481    |              |              |             |             |              |       |              |  |       |
| Dermott          | \$451,828                      | 0.0061                | \$26,475                        | 106           | 0.0024                 | \$2,946        | 1,086         |             | 1,086                  | 0.0025       | \$1,524                | \$30,945    |              |              |             |             |              |       |              |  |       |
| Eudora           | \$552,367                      | 0.0074                | \$32,366                        | 112           | 0.0025                 | \$3,113        | 903           |             | 903                    | 0.0020       | \$1,267                | \$36,746    |              |              |             |             |              |       |              |  |       |
| Lakeside         | \$497,154                      | 0.0067                | \$29,131                        | 128           | 0.0029                 | \$3,558        | 1,251         |             | 1,251                  | 0.0028       | \$1,756                | \$34,444    |              |              |             |             |              |       |              |  |       |
| Amity            | \$38,963                       | 0.0005                | \$2,283                         | 39            | 0.0009                 | \$1,084        | 251           |             | 251                    | 0.0006       | \$352                  | \$3,719     |              |              |             |             |              |       |              |  |       |
| Arkadelphia      | \$343,270                      | 0.0046                | \$20,114                        | 218           | 0.0049                 | \$6,059        | 2,362         |             | 2,362                  | 0.0053       | \$3,315                | \$29,488    |              |              |             |             |              |       |              |  |       |
| Gurdon           | \$157,775                      | 0.0021                | \$9,245                         | 106           | 0.0024                 | \$2,946        | 889           |             | 889                    | 0.0020       | \$1,248                | \$13,439    |              |              |             |             |              |       |              |  |       |
| Coming           | \$286,403                      | 0.0039                | \$16,782                        | 132           | 0.0030                 | \$3,669        | 1,272         | 19          | 1,272                  | 0.0029       | \$1,785                | \$22,236    |              |              |             |             |              |       |              |  |       |
| Piggott          | \$274,594                      | 0.0037                | \$16,090                        | 114           | 0.0026                 | \$3,168        | 999           |             | 999                    | 0.0023       | \$1,429                | \$20,687    |              |              |             |             |              |       |              |  |       |
| Clay Co. Central | \$193,833                      | 0.0018                | \$7,842                         | 86            | 0.0019                 | \$2,390        | 710           |             | 710                    | 0.0016       | \$997                  | \$11,229    |              |              |             |             |              |       |              |  |       |
| Concord          | \$69,567                       | 0.0009                | \$4,076                         | 59            | 0.0013                 | \$1,640        | 356           |             | 356                    | 0.0008       | \$500                  | \$6,216     |              |              |             |             |              |       |              |  |       |
| Heber Springs    | \$170,092                      | 0.0023                | \$9,967                         | 124           | 0.0028                 | \$3,446        | 1,519         |             | 1,519                  | 0.0034       | \$2,132                | \$15,545    |              |              |             |             |              |       |              |  |       |



PERKINS II  
DISBURSEMENT OF SECONDARY FORMULA FUNDS FOR 1994-1995

Secondary \$6,210,398 = 75%  
Chap I State Total \$74,191,849  
Tot St Handcp Enroll 44,690  
Tot. K-12 + Adult Enroll 442,471

| DISTRICT            | 1992-1993 CHAPTER I |             | 1992-1993 ESEA |        | 1992-1993 HANDCP |        | 1992-1993 ADULT |        | 1992-1993 TOTAL |         | K-12 FACTOR | K-12 DOLLARS | TOTAL |
|---------------------|---------------------|-------------|----------------|--------|------------------|--------|-----------------|--------|-----------------|---------|-------------|--------------|-------|
|                     | ESEA FUNDS          | ESEA FACTOR | ESEA DOLLARS   | ENROLL | HANDCP DOLLARS   | ENROLL | ADULT ENROLL    | ENROLL | ENROLL          | DOLLARS |             |              |       |
| Quitman             | \$46,488            | 0.0006      | \$2,724        | 60     | \$1,668          | 601    | 17              | 601    | 0.0014          | \$844   | \$5,235     |              |       |
| Westside            | \$57,260            | 0.0008      | \$3,355        | 41     | \$1,140          | 495    |                 | 512    | 0.0012          | \$719   | \$5,213     |              |       |
| Wilburn             | \$49,147            | 0.0007      | \$2,880        | 32     | \$889            | 196    |                 | 196    | 0.0004          | \$275   | \$4,044     |              |       |
| Kingsland           | \$84,616            | 0.0011      | \$4,958        | 38     | \$1,056          | 357    |                 | 357    | 0.0008          | \$501   | \$6,515     |              |       |
| Rison               | \$88,609            | 0.0012      | \$5,192        | 81     | \$2,251          | 693    | 35              | 728    | 0.0016          | \$1,022 | \$8,465     |              |       |
| Woodlawn            | \$18,343            | 0.0002      | \$1,075        | 31     | \$862            | 447    |                 | 447    | 0.0010          | \$627   | \$2,564     |              |       |
| Emerson             | \$105,788           | 0.0014      | \$6,199        | 45     | \$1,251          | 371    |                 | 371    | 0.0008          | \$521   | \$7,970     |              |       |
| Magnolia            | \$583,787           | 0.0079      | \$34,207       | 201    | \$5,586          | 3,170  |                 | 3,170  | 0.0072          | \$4,449 | \$44,243    |              |       |
| McNeil              | \$144,452           | 0.0019      | \$8,464        | 53     | \$1,473          | 345    |                 | 345    | 0.0008          | \$484   | \$10,421    |              |       |
| Taylor              | \$68,832            | 0.0009      | \$4,033        | 46     | \$1,278          | 338    |                 | 338    | 0.0008          | \$474   | \$5,786     |              |       |
| Waldo               | \$210,260           | 0.0028      | \$12,320       | 60     | \$1,668          | 574    |                 | 574    | 0.0013          | \$806   | \$14,793    |              |       |
| Walker              | \$96,086            | 0.0013      | \$5,630        | 35     | \$973            | 237    |                 | 237    | 0.0005          | \$333   | \$6,936     |              |       |
| Nemo Vista          | \$66,751            | 0.0009      | \$3,911        | 64     | \$1,779          | 405    |                 | 405    | 0.0009          | \$568   | \$6,258     |              |       |
| Wondenview          | \$53,687            | 0.0007      | \$3,146        | 43     | \$1,195          | 469    |                 | 469    | 0.0011          | \$658   | \$4,999     |              |       |
| South Conway Co.    | \$404,506           | 0.0055      | \$23,702       | 366    | \$10,172         | 2,622  |                 | 2,622  | 0.0059          | \$3,680 | \$37,555    |              |       |
| Bay Brown           | \$78,046            | 0.0011      | \$4,573        | 80     | \$2,223          | 646    |                 | 646    | 0.0015          | \$907   | \$7,703     |              |       |
| Westside            | \$131,425           | 0.0018      | \$7,701        | 135    | \$3,752          | 1,349  | 6               | 1,349  | 0.0030          | \$1,893 | \$13,346    |              |       |
| Brookland           | \$92,950            | 0.0013      | \$5,446        | 103    | \$2,863          | 927    |                 | 933    | 0.0021          | \$910   | \$9,619     |              |       |
| Buffalo Island Cen. | \$179,861           | 0.0024      | \$10,539       | 131    | \$3,641          | 917    |                 | 917    | 0.0021          | \$1,287 | \$15,467    |              |       |
| Jonesboro           | \$535,195           | 0.0072      | \$31,360       | 442    | \$12,285         | 4,934  |                 | 4,934  | 0.0112          | \$6,925 | \$50,570    |              |       |
| Nettleton           | \$248,141           | 0.0033      | \$14,540       | 163    | \$4,530          | 1,820  |                 | 1,820  | 0.0041          | \$2,555 | \$21,625    |              |       |
| Valley View         | \$65,337            | 0.0009      | \$3,828        | 70     | \$1,946          | 1,009  |                 | 1,009  | 0.0023          | \$1,416 | \$7,190     |              |       |
| Riverside           | \$255,130           | 0.0017      | \$7,240        | 93     | \$2,585          | 805    |                 | 805    | 0.0018          | \$1,130 | \$10,955    |              |       |
| Alma                | \$149,654           | 0.0034      | \$14,949       | 255    | \$7,087          | 2,464  |                 | 2,464  | 0.0056          | \$3,458 | \$25,495    |              |       |
| Cedarville          | \$123,640           | 0.0020      | \$8,769        | 89     | \$2,474          | 833    |                 | 833    | 0.0019          | \$1,169 | \$12,412    |              |       |
| Mountainburg        | \$32,621            | 0.0017      | \$7,245        | 97     | \$2,696          | 811    | 30              | 841    | 0.0019          | \$1,180 | \$11,121    |              |       |
| Mulberry            | \$456,374           | 0.0062      | \$1,911        | 72     | \$2,001          | 469    |                 | 469    | 0.0011          | \$658   | \$4,571     |              |       |
| Van Buren           | \$281,145           | 0.0038      | \$26,741       | 630    | \$17,510         | 4,907  |                 | 4,907  | 0.0111          | \$6,887 | \$51,138    |              |       |
| Crawfordsville      | \$549,462           | 0.0074      | \$16,474       | 73     | \$2,029          | 512    |                 | 512    | 0.0012          | \$719   | \$19,221    |              |       |
| Earle               | \$2,073,910         | 0.0280      | \$32,196       | 87     | \$2,418          | 918    |                 | 918    | 0.0021          | \$1,288 | \$35,902    |              |       |
| West Memphis        | \$521,944           | 0.0070      | \$21,521       | 706    | \$19,622         | 6,071  |                 | 6,071  | 0.0137          | \$8,521 | \$149,664   |              |       |
| Marion              | \$230,234           | 0.0031      | \$30,583       | 291    | \$8,098          | 2,693  |                 | 2,693  | 0.0061          | \$3,780 | \$42,451    |              |       |
| Turrell             | \$185,012           | 0.0025      | \$13,491       | 59     | \$1,640          | 499    |                 | 499    | 0.0011          | \$700   | \$15,831    |              |       |
| Cross County        | \$224,157           | 0.0030      | \$10,841       | 113    | \$3,141          | 809    |                 | 809    | 0.0018          | \$1,135 | \$15,117    |              |       |
| Parlin              | \$553,084           | 0.0075      | \$32,408       | 85     | \$2,362          | 606    |                 | 606    | 0.0014          | \$851   | \$16,347    |              |       |
| Wynne               | \$43,978            | 0.0006      | \$2,577        | 230    | \$6,392          | 2,894  |                 | 2,894  | 0.0065          | \$4,062 | \$42,862    |              |       |
| Carthage            | \$184,856           | 0.0025      | \$10,832       | 30     | \$834            | 193    |                 | 193    | 0.0004          | \$271   | \$3,682     |              |       |
| Fordyce             | \$56,260            | 0.0008      | \$3,297        | 210    | \$5,837          | 1,365  |                 | 1,365  | 0.0031          | \$1,916 | \$18,584    |              |       |
| Sparkman            | \$30,767            | 0.0004      | \$1,803        | 46     | \$1,278          | 340    |                 | 340    | 0.0008          | \$477   | \$5,052     |              |       |
| Arkansas City       | \$77,942            | 0.0011      | \$4,567        | 11     | \$306            | 147    |                 | 147    | 0.0003          | \$206   | \$2,315     |              |       |
| Delta Special       |                     |             |                | 32     | \$889            | 340    |                 | 340    | 0.0008          | \$477   | \$5,934     |              |       |



PERKINS II  
DISBURSEMENT OF SECONDARY FORMULA FUNDS FOR 1994-1995

Secondary  
Chap I State Total \$6,210,398 = 75%  
Tot St Handcp Enrol \$74,191,849  
44,690  
Tot. K-12 + Adult Enroll 442,471

| DISTRICT            | 1992-1993            |                       | 1992-1993    |               | 1992-1993     |                | 1992-1993   |              | 1992-1993    |               | 1992-1993 |       | TOTAL ENROLL | TOTAL DOLLARS | K-12 FACTOR | K-12 DOLLARS | TOTAL | TOTAL DOLLARS |
|---------------------|----------------------|-----------------------|--------------|---------------|---------------|----------------|-------------|--------------|--------------|---------------|-----------|-------|--------------|---------------|-------------|--------------|-------|---------------|
|                     | CHAPTER I ESEA FUNDS | CHAPTER I ESEA FACTOR | ESEA DOLLARS | HANDCP ENROLL | HANDCP FACTOR | HANDCP DOLLARS | K-12 ENROLL | K-12 DOLLARS | ADULT ENROLL | ADULT DOLLARS |           |       |              |               |             |              |       |               |
| Dumas               | \$644,701            | 0.0087                | \$37,776     | 246           | 0.0055        | \$6,837        | 2,208       | 2,208        | 0.0050       | \$3,099       | 2,208     | 2,208 | \$47,713     |               |             |              |       |               |
| McGehee             | \$288,630            | 0.0039                | \$16,912     | 105           | 0.0023        | \$2,918        | 1,428       | 1,428        | 0.0032       | \$2,004       | 1,428     | 1,428 | \$21,835     |               |             |              |       |               |
| Drew Central        | \$166,282            | 0.0022                | \$9,743      | 134           | 0.0030        | \$3,724        | 1,154       | 1,154        | 0.0026       | \$1,620       | 1,154     | 1,154 | \$15,087     |               |             |              |       |               |
| Monticello          | \$297,515            | 0.0040                | \$17,433     | 154           | 0.0034        | \$4,280        | 2,144       | 2,144        | 0.0048       | \$3,009       | 2,144     | 2,144 | \$24,722     |               |             |              |       |               |
| Conway              | \$375,777            | 0.0051                | \$22,019     | 725           | 0.0162        | \$20,150       | 6,503       | 6,503        | 0.0147       | \$9,127       | 6,503     | 6,503 | \$51,296     |               |             |              |       |               |
| Greenbrier          | \$96,846             | 0.0013                | \$5,675      | 165           | 0.0037        | \$4,586        | 1,758       | 1,758        | 0.0040       | \$2,467       | 1,758     | 1,758 | \$12,728     |               |             |              |       |               |
| Guy-Perkins         | \$31,836             | 0.0004                | \$1,865      | 27            | 0.0006        | \$750          | 276         | 276          | 0.0006       | \$387         | 276       | 276   | \$3,003      |               |             |              |       |               |
| Mayflower           | \$71,831             | 0.0010                | \$4,209      | 106           | 0.0024        | \$2,946        | 798         | 798          | 0.0018       | \$1,120       | 798       | 798   | \$8,275      |               |             |              |       |               |
| Mount Vernon/Enola  | \$27,019             | 0.0004                | \$1,583      | 33            | 0.0007        | \$917          | 331         | 331          | 0.0007       | \$465         | 331       | 331   | \$2,965      |               |             |              |       |               |
| Vilonia             | \$60,077             | 0.0008                | \$3,520      | 176           | 0.0039        | \$4,892        | 1,800       | 1,800        | 0.0041       | \$2,526       | 1,800     | 1,800 | \$10,938     |               |             |              |       |               |
| Altus-Denning       | \$58,851             | 0.0008                | \$3,448      | 49            | 0.0011        | \$1,362        | 305         | 305          | 0.0007       | \$428         | 305       | 305   | \$5,238      |               |             |              |       |               |
| Charleston          | \$44,240             | 0.0006                | \$2,592      | 87            | 0.0019        | \$2,418        | 775         | 775          | 0.0018       | \$1,088       | 775       | 775   | \$6,098      |               |             |              |       |               |
| County Line         | \$69,788             | 0.0009                | \$4,089      | 59            | 0.0013        | \$1,640        | 576         | 576          | 0.0013       | \$808         | 576       | 576   | \$6,537      |               |             |              |       |               |
| Ozark               | \$169,377            | 0.0023                | \$9,925      | 120           | 0.0027        | \$3,335        | 1,394       | 1,394        | 0.0032       | \$1,957       | 1,394     | 1,394 | \$15,216     |               |             |              |       |               |
| Pleasant View       | \$37,427             | 0.0005                | \$2,193      | 31            | 0.0007        | \$862          | 230         | 230          | 0.0005       | \$323         | 230       | 230   | \$3,377      |               |             |              |       |               |
| Mammoth Spring      | \$109,697            | 0.0015                | \$6,428      | 81            | 0.0018        | \$2,251        | 478         | 478          | 0.0011       | \$671         | 478       | 478   | \$9,350      |               |             |              |       |               |
| Salem               | \$155,746            | 0.0021                | \$9,126      | 95            | 0.0021        | \$2,640        | 728         | 728          | 0.0016       | \$1,022       | 728       | 728   | \$12,788     |               |             |              |       |               |
| Viola               | \$61,458             | 0.0008                | \$3,601      | 41            | 0.0009        | \$1,140        | 439         | 439          | 0.0010       | \$616         | 439       | 439   | \$5,357      |               |             |              |       |               |
| Cutter-Morning Star | \$84,153             | 0.0011                | \$4,931      | 54            | 0.0012        | \$1,501        | 506         | 506          | 0.0011       | \$710         | 506       | 506   | \$7,142      |               |             |              |       |               |
| Fountain Lake       | \$125,213            | 0.0017                | \$7,337      | 88            | 0.0020        | \$2,446        | 989         | 989          | 0.0022       | \$1,388       | 989       | 989   | \$11,171     |               |             |              |       |               |
| Hot Springs         | \$711,444            | 0.0096                | \$41,687     | 336           | 0.0075        | \$9,339        | 3,368       | 3,368        | 0.0076       | \$4,727       | 3,368     | 3,368 | \$55,753     |               |             |              |       |               |
| Jessleville         | \$55,347             | 0.0007                | \$3,243      | 50            | 0.0011        | \$1,390        | 626         | 626          | 0.0014       | \$879         | 626       | 626   | \$5,511      |               |             |              |       |               |
| Lake Hamilton       | \$241,200            | 0.0033                | \$14,133     | 245           | 0.0055        | \$6,809        | 3,282       | 3,282        | 0.0074       | \$4,607       | 3,282     | 3,282 | \$25,549     |               |             |              |       |               |
| Lakeside            | \$187,884            | 0.0025                | \$11,009     | 150           | 0.0034        | \$4,169        | 2,281       | 2,281        | 0.0052       | \$3,238       | 2,307     | 2,307 | \$18,416     |               |             |              |       |               |
| Mountain Pine       | \$142,543            | 0.0019                | \$8,352      | 98            | 0.0022        | \$2,724        | 673         | 673          | 0.0015       | \$945         | 673       | 673   | \$12,021     |               |             |              |       |               |
| Poyen               | \$75,981             | 0.0010                | \$4,452      | 40            | 0.0009        | \$1,112        | 308         | 308          | 0.0007       | \$432         | 308       | 308   | \$5,996      |               |             |              |       |               |
| Prattsville         | \$56,149             | 0.0008                | \$3,290      | 35            | 0.0008        | \$973          | 263         | 263          | 0.0006       | \$369         | 263       | 263   | \$4,632      |               |             |              |       |               |
| Sheridan            | \$303,393            | 0.0041                | \$17,777     | 343           | 0.0077        | \$9,533        | 3,542       | 3,542        | 0.0080       | \$4,971       | 3,542     | 3,542 | \$32,282     |               |             |              |       |               |
| Delaplaine          | \$84,551             | 0.0011                | \$4,954      | 35            | 0.0008        | \$973          | 272         | 272          | 0.0006       | \$382         | 272       | 272   | \$6,309      |               |             |              |       |               |
| Marmaduke           | \$137,354            | 0.0019                | \$8,048      | 89            | 0.0020        | \$2,474        | 697         | 697          | 0.0016       | \$978         | 697       | 697   | \$11,500     |               |             |              |       |               |
| Stanford            | \$26,922             | 0.0004                | \$1,577      | 16            | 0.0004        | \$445          | 215         | 215          | 0.0005       | \$317         | 226       | 226   | \$2,339      |               |             |              |       |               |
| Greene County Tech  | \$321,860            | 0.0043                | \$18,859     | 232           | 0.0052        | \$6,448        | 2,329       | 2,329        | 0.0053       | \$3,315       | 2,362     | 2,362 | \$28,623     |               |             |              |       |               |
| Northeast Arkansas  | \$397,535            | 0.0054                | \$23,294     | 338           | 0.0076        | \$9,394        | 2,422       | 2,422        | 0.0055       | \$3,399       | 2,422     | 2,422 | \$36,087     |               |             |              |       |               |
| Blevins             | \$114,452            | 0.0015                | \$6,706      | 72            | 0.0016        | \$2,001        | 520         | 520          | 0.0012       | \$730         | 520       | 520   | \$9,437      |               |             |              |       |               |
| Hope                | \$590,303            | 0.0080                | \$34,589     | 253           | 0.0057        | \$7,032        | 3,125       | 3,125        | 0.0071       | \$4,386       | 3,125     | 3,125 | \$46,007     |               |             |              |       |               |
| Saratoga            | \$99,432             | 0.0013                | \$5,826      | 31            | 0.0007        | \$862          | 340         | 340          | 0.0008       | \$525         | 374       | 374   | \$7,213      |               |             |              |       |               |
| Spring Hill         | \$62,931             | 0.0008                | \$3,687      | 24            | 0.0005        | \$667          | 358         | 358          | 0.0008       | \$525         | 358       | 358   | \$4,857      |               |             |              |       |               |
| Bismarck            | \$89,817             | 0.0012                | \$5,263      | 81            | 0.0018        | \$2,251        | 850         | 850          | 0.0019       | \$1,193       | 850       | 850   | \$8,707      |               |             |              |       |               |
| Glen Rose           | \$98,238             | 0.0013                | \$5,756      | 101           | 0.0023        | \$2,807        | 929         | 929          | 0.0021       | \$1,304       | 929       | 929   | \$9,867      |               |             |              |       |               |
| Magnet Cove         | \$49,311             | 0.0007                | \$2,889      | 59            | 0.0013        | \$1,640        | 627         | 627          | 0.0014       | \$880         | 627       | 627   | \$5,409      |               |             |              |       |               |
| Malvern             | \$418,874            | 0.0056                | \$24,544     | 257           | 0.0058        | \$7,143        | 2,768       | 2,768        | 0.0063       | \$3,885       | 2,768     | 2,768 | \$35,572     |               |             |              |       |               |



PERKINS II  
DISBURSEMENT OF SECONDARY FORMULA FUNDS FOR 1994-1995

Secondary \$6,210,398 = 75%  
 Chap I State Total \$74,191,849  
 Tot St Handcp Enrol 44,690  
 Tot. K-12 + Adult Enroll 442,471

| DISTRICT           | 1992:1993   |             | 1992:1993    |             | 1992:1993     |               | 1992:1993      |             | 1992:1993    |              | 1992:1993    |               | TOTAL ENROLL | K-12 FACTOR | K-12 DOLLARS | TOTAL |
|--------------------|-------------|-------------|--------------|-------------|---------------|---------------|----------------|-------------|--------------|--------------|--------------|---------------|--------------|-------------|--------------|-------|
|                    | CHAPTER I   |             | CHAPTER I    |             | HANDCP        |               | HANDCP         |             | ADULT ENROLL |              | ADULT ENROLL |               |              |             |              |       |
|                    | ESEA FUNDS  | ESEA FACTOR | ESEA DOLLARS | ESEA FACTOR | HANDCP ENROLL | HANDCP FACTOR | HANDCP DOLLARS | K-12 ENROLL | K-12 FACTOR  | ADULT ENROLL | ADULT FACTOR | ADULT DOLLARS |              |             |              |       |
| Ouachita           | \$32,825    | 0.0004      | \$1,923      | 0.0009      | 39            | 0.0009        | \$1,084        | 384         | 0.0009       | 384          | 0.0009       | \$539         | 384          | 0.0009      | \$3,546      |       |
| Dierks             | \$46,550    | 0.0006      | \$2,728      | 0.0010      | 44            | 0.0010        | \$1,223        | 604         | 0.0014       | 604          | 0.0014       | \$848         | 604          | 0.0014      | \$4,798      |       |
| Mineral Springs    | \$53,241    | 0.0007      | \$3,120      | 0.0011      | 50            | 0.0011        | \$1,390        | 529         | 0.0012       | 529          | 0.0012       | \$742         | 529          | 0.0012      | \$5,252      |       |
| Nashville          | \$162,805   | 0.0022      | \$9,540      | 0.0043      | 191           | 0.0043        | \$5,309        | 1,802       | 0.0041       | 1,802        | 0.0041       | \$2,529       | 1,802        | 0.0041      | \$17,377     |       |
| Umpire             | \$5,251     | 0.0001      | \$308        | 0.0003      | 14            | 0.0003        | \$389          | 120         | 0.0003       | 120          | 0.0003       | \$168         | 120          | 0.0003      | \$865        |       |
| Batesville         | \$187,159   | 0.0025      | \$10,967     | 0.0061      | 274           | 0.0061        | \$7,615        | 2,328       | 0.0053       | 2,328        | 0.0053       | \$3,268       | 2,328        | 0.0053      | \$21,849     |       |
| Cord-Charlotte     | \$37,459    | 0.0005      | \$2,195      | 0.0009      | 41            | 0.0009        | \$1,140        | 258         | 0.0006       | 258          | 0.0006       | \$362         | 258          | 0.0006      | \$3,697      |       |
| Cushman            | \$41,042    | 0.0006      | \$2,405      | 0.0010      | 46            | 0.0010        | \$1,278        | 308         | 0.0007       | 308          | 0.0007       | \$432         | 308          | 0.0007      | \$4,116      |       |
| Newark             | \$122,781   | 0.0017      | \$7,194      | 0.0024      | 108           | 0.0024        | \$3,002        | 824         | 0.0019       | 824          | 0.0019       | \$1,157       | 824          | 0.0019      | \$11,353     |       |
| Southside          | \$122,060   | 0.0016      | \$7,152      | 0.0034      | 153           | 0.0034        | \$4,252        | 1,214       | 0.0027       | 1,214        | 0.0027       | \$1,704       | 1,214        | 0.0027      | \$13,108     |       |
| Sulphur Rock       | \$16,589    | 0.0002      | \$972        | 0.0014      | 62            | 0.0014        | \$1,723        | 272         | 0.0006       | 272          | 0.0006       | \$382         | 272          | 0.0006      | \$3,077      |       |
| Midland            | \$83,997    | 0.0011      | \$4,922      | 0.0022      | 100           | 0.0022        | \$2,779        | 626         | 0.0014       | 626          | 0.0014       | \$879         | 626          | 0.0014      | \$8,580      |       |
| Calico Rock        | \$69,534    | 0.0009      | \$4,074      | 0.0014      | 61            | 0.0014        | \$1,695        | 485         | 0.0011       | 485          | 0.0011       | \$681         | 485          | 0.0011      | \$6,450      |       |
| Meibourne          | \$60,107    | 0.0008      | \$3,522      | 0.0015      | 69            | 0.0015        | \$1,918        | 528         | 0.0012       | 528          | 0.0012       | \$741         | 528          | 0.0012      | \$6,181      |       |
| Mount Pleasant     | \$37,447    | 0.0005      | \$2,194      | 0.0012      | 52            | 0.0012        | \$1,445        | 281         | 0.0006       | 281          | 0.0006       | \$394         | 281          | 0.0006      | \$4,034      |       |
| Izard County Cons. | \$112,632   | 0.0015      | \$6,600      | 0.0020      | 89            | 0.0020        | \$2,474        | 567         | 0.0013       | 567          | 0.0013       | \$796         | 567          | 0.0013      | \$9,869      |       |
| Grubbs             | \$41,124    | 0.0006      | \$2,410      | 0.0003      | 14            | 0.0003        | \$389          | 160         | 0.0004       | 160          | 0.0004       | \$225         | 160          | 0.0004      | \$3,023      |       |
| Newport            | \$571,276   | 0.0077      | \$33,474     | 0.0063      | 283           | 0.0063        | \$7,865        | 2,253       | 0.0051       | 2,253        | 0.0051       | \$3,162       | 2,253        | 0.0051      | \$44,502     |       |
| Swifton            | \$59,356    | 0.0008      | \$3,478      | 0.0012      | 15            | 0.0012        | \$417          | 198         | 0.0004       | 198          | 0.0004       | \$278         | 198          | 0.0004      | \$4,173      |       |
| Tuckerman          | \$100,221   | 0.0014      | \$5,872      | 0.0020      | 53            | 0.0020        | \$1,473        | 532         | 0.0012       | 532          | 0.0012       | \$747         | 532          | 0.0012      | \$8,092      |       |
| Althelmer          | \$255,802   | 0.0034      | \$14,989     | 0.0014      | 61            | 0.0014        | \$1,695        | 545         | 0.0012       | 545          | 0.0012       | \$765         | 545          | 0.0012      | \$17,449     |       |
| Dollarway          | \$558,134   | 0.0075      | \$32,704     | 0.0041      | 181           | 0.0041        | \$5,031        | 1,852       | 0.0042       | 1,852        | 0.0042       | \$2,599       | 1,852        | 0.0042      | \$40,334     |       |
| Pine Bluff         | \$1,756,622 | 0.0237      | \$102,929    | 0.0160      | 717           | 0.0160        | \$19,928       | 7,538       | 0.0170       | 7,538        | 0.0170       | \$10,580      | 7,538        | 0.0170      | \$133,437    |       |
| Wabbaseka-Tucker   | \$129,278   | 0.0017      | \$7,575      | 0.0006      | 28            | 0.0006        | \$778          | 259         | 0.0006       | 259          | 0.0006       | \$364         | 259          | 0.0006      | \$8,717      |       |
| Watson Chapel      | \$766,475   | 0.0103      | \$44,912     | 0.0055      | 248           | 0.0055        | \$6,893        | 3,450       | 0.0078       | 3,450        | 0.0078       | \$4,842       | 3,450        | 0.0078      | \$56,647     |       |
| White Hall         | \$306,986   | 0.0041      | \$17,988     | 0.0067      | 298           | 0.0067        | \$8,282        | 2,863       | 0.0065       | 2,863        | 0.0065       | \$4,018       | 2,863        | 0.0065      | \$30,289     |       |
| Clarksville        | \$205,666   | 0.0028      | \$12,051     | 0.0031      | 139           | 0.0031        | \$3,863        | 1,612       | 0.0039       | 1,612        | 0.0039       | \$2,393       | 1,612        | 0.0039      | \$18,307     |       |
| Lamar              | \$136,394   | 0.0018      | \$7,992      | 0.0021      | 93            | 0.0021        | \$2,585        | 1,071       | 0.0024       | 1,071        | 0.0024       | \$1,503       | 1,071        | 0.0024      | \$12,080     |       |
| Oark               | \$20,422    | 0.0003      | \$1,197      | 0.0003      | 13            | 0.0003        | \$361          | 146         | 0.0003       | 146          | 0.0003       | \$205         | 146          | 0.0003      | \$1,763      |       |
| Westside           | \$130,371   | 0.0018      | \$7,639      | 0.0019      | 85            | 0.0019        | \$2,362        | 657         | 0.0015       | 657          | 0.0015       | \$922         | 657          | 0.0015      | \$10,924     |       |
| Bradley            | \$145,219   | 0.0020      | \$8,509      | 0.0015      | 66            | 0.0015        | \$1,834        | 471         | 0.0011       | 471          | 0.0011       | \$661         | 471          | 0.0011      | \$11,005     |       |
| Lewisville         | \$181,785   | 0.0025      | \$10,652     | 0.0015      | 66            | 0.0015        | \$1,834        | 580         | 0.0014       | 580          | 0.0014       | \$844         | 580          | 0.0014      | \$13,330     |       |
| Stamps             | \$320,936   | 0.0043      | \$18,805     | 0.0015      | 65            | 0.0015        | \$1,807        | 826         | 0.0019       | 826          | 0.0019       | \$1,159       | 826          | 0.0019      | \$21,771     |       |
| Black Rock         | \$90,983    | 0.0012      | \$5,331      | 0.0014      | 64            | 0.0014        | \$1,779        | 432         | 0.0010       | 432          | 0.0010       | \$606         | 432          | 0.0010      | \$7,716      |       |
| Hoxie              | \$179,694   | 0.0024      | \$10,529     | 0.0032      | 141           | 0.0032        | \$3,919        | 1,001       | 0.0023       | 1,001        | 0.0023       | \$1,405       | 1,001        | 0.0023      | \$15,853     |       |
| Lynn               | \$54,523    | 0.0007      | \$3,195      | 0.0007      | 32            | 0.0007        | \$889          | 243         | 0.0005       | 243          | 0.0005       | \$341         | 243          | 0.0005      | \$4,425      |       |
| Sloan-Hendrix      | \$168,142   | 0.0023      | \$9,852      | 0.0019      | 83            | 0.0019        | \$2,307        | 504         | 0.0011       | 504          | 0.0011       | \$707         | 504          | 0.0011      | \$12,867     |       |
| River Valley       | \$72,655    | 0.0010      | \$4,257      | 0.0010      | 45            | 0.0010        | \$1,251        | 336         | 0.0008       | 336          | 0.0008       | \$505         | 336          | 0.0008      | \$6,013      |       |
| Walnut Ridge       | \$130,792   | 0.0018      | \$7,664      | 0.0025      | 110           | 0.0025        | \$3,057        | 845         | 0.0019       | 845          | 0.0019       | \$1,186       | 845          | 0.0019      | \$11,907     |       |
| Lee County         | \$1,566,156 | 0.0211      | \$91,769     | 0.0053      | 238           | 0.0053        | \$6,615        | 2,557       | 0.0058       | 2,557        | 0.0058       | \$3,589       | 2,557        | 0.0058      | \$101,973    |       |
| Gould              | \$166,441   | 0.0022      | \$9,753      | 0.0009      | 40            | 0.0009        | \$1,112        | 346         | 0.0008       | 346          | 0.0008       | \$486         | 346          | 0.0008      | \$11,350     |       |



PERKINS II  
DISBURSEMENT OF SECONDARY FORMULA FUNDS FOR 1994-1995

Secondary  
Chap I State Total \$6,210,398 = 75%  
Tot St Handcp Enrol \$74,191,849  
44,690  
Tot. K-12 + Adult Enroll 442,471

| DISTRICT            | 1992-1993 CHAPTER I ESEA FUNDS |                       | 1992-1993 CHAPTER I ESEA ENROLL |                       | 1992-1993 HANDCP DOLLARS |               | 1992-1993 HANDCP FACTOR |               | 1992-1993 ADULT ENROLL |             | 1992-1993 K-12 ENROLL |              | 1992-1993 K-12 FACTOR |              | 1992-1993 K-12 DOLLARS |  | TOTAL |
|---------------------|--------------------------------|-----------------------|---------------------------------|-----------------------|--------------------------|---------------|-------------------------|---------------|------------------------|-------------|-----------------------|--------------|-----------------------|--------------|------------------------|--|-------|
|                     | ESEA FUNDS                     | CHAPTER I ESEA FACTOR | ESEA ENROLL                     | CHAPTER I ESEA ENROLL | HANDCP DOLLARS           | HANDCP FACTOR | HANDCP ENROLL           | HANDCP FACTOR | ADULT ENROLL           | K-12 ENROLL | K-12 FACTOR           | K-12 DOLLARS | K-12 FACTOR           | K-12 DOLLARS | TOTAL                  |  |       |
| Grady               | \$170,247                      | 0.0023                | \$9,976                         | 31                    | \$862                    | 0.0007        | 397                     | 0.0007        | 397                    | 0.0009      | \$557                 | 397          | 0.0009                | \$557        | \$11,394               |  |       |
| Star City           | \$309,371                      | 0.0042                | \$18,128                        | 157                   | \$4,364                  | 0.0035        | 1,489                   | 0.0035        | 1,489                  | 0.0034      | \$2,090               | 1,489        | 0.0034                | \$2,090      | \$24,581               |  |       |
| Ashdown             | \$341,681                      | 0.0046                | \$20,021                        | 198                   | \$5,503                  | 0.0044        | 2,057                   | 0.0044        | 2,057                  | 0.0046      | \$2,887               | 2,057        | 0.0046                | \$2,887      | \$28,411               |  |       |
| Foreman             | \$91,910                       | 0.0012                | \$5,385                         | 77                    | \$2,140                  | 0.0017        | 590                     | 0.0017        | 590                    | 0.0013      | \$828                 | 590          | 0.0013                | \$828        | \$8,354                |  |       |
| Winthrop            | \$0                            | 0.0000                | \$0                             | 0                     | \$0                      | 0.0000        | 0                       | 0.0000        | 0                      | 0.0000      | \$0                   | 0            | 0.0000                | \$0          | \$0                    |  |       |
| Booneville          | \$220,472                      | 0.0030                | \$12,919                        | 125                   | \$3,474                  | 0.0028        | 1,401                   | 0.0028        | 1,401                  | 0.0032      | \$1,966               | 1,401        | 0.0032                | \$1,966      | \$18,359               |  |       |
| Magazine            | \$134,532                      | 0.0018                | \$7,883                         | 74                    | \$2,057                  | 0.0017        | 473                     | 0.0017        | 473                    | 0.0011      | \$664                 | 473          | 0.0011                | \$664        | \$10,604               |  |       |
| Paris               | \$287,381                      | 0.0039                | \$16,839                        | 129                   | \$3,585                  | 0.0029        | 1,255                   | 0.0029        | 1,255                  | 0.0028      | \$1,761               | 1,255        | 0.0028                | \$1,761      | \$22,186               |  |       |
| Scranton            | \$29,337                       | 0.0004                | \$1,719                         | 31                    | \$862                    | 0.0007        | 405                     | 0.0007        | 405                    | 0.0009      | \$568                 | 405          | 0.0009                | \$568        | \$3,149                |  |       |
| Lonoke              | \$311,985                      | 0.0042                | \$18,281                        | 198                   | \$5,503                  | 0.0044        | 1,791                   | 0.0044        | 1,791                  | 0.0040      | \$2,514               | 1,791        | 0.0040                | \$2,514      | \$26,298               |  |       |
| England             | \$197,602                      | 0.0027                | \$11,579                        | 115                   | \$3,196                  | 0.0026        | 1,062                   | 0.0026        | 1,062                  | 0.0024      | \$1,491               | 1,062        | 0.0024                | \$1,491      | \$16,265               |  |       |
| Carlisle            | \$86,786                       | 0.0012                | \$5,085                         | 88                    | \$2,446                  | 0.0020        | 679                     | 0.0020        | 679                    | 0.0015      | \$953                 | 679          | 0.0015                | \$953        | \$8,484                |  |       |
| Cabot               | \$443,747                      | 0.0060                | \$26,001                        | 482                   | \$13,396                 | 0.0108        | 5,375                   | 0.0108        | 5,375                  | 0.0004      | \$754                 | 5,375        | 0.0004                | \$754        | \$46,942               |  |       |
| Humnoke             | \$55,157                       | 0.0007                | \$3,232                         | 27                    | \$750                    | 0.0006        | 169                     | 0.0006        | 169                    | 0.0004      | \$237                 | 169          | 0.0004                | \$237        | \$4,220                |  |       |
| Huntsville          | \$211,470                      | 0.0029                | \$12,391                        | 174                   | \$4,836                  | 0.0039        | 1,751                   | 0.0039        | 1,751                  | 0.0040      | \$2,474               | 1,751        | 0.0040                | \$2,474      | \$19,702               |  |       |
| Kingston            | \$50,199                       | 0.0007                | \$2,941                         | 37                    | \$1,028                  | 0.0008        | 288                     | 0.0008        | 288                    | 0.0007      | \$404                 | 288          | 0.0007                | \$404        | \$4,374                |  |       |
| Saint Paul          | \$71,948                       | 0.0010                | \$4,216                         | 24                    | \$667                    | 0.0005        | 343                     | 0.0005        | 343                    | 0.0008      | \$481                 | 343          | 0.0008                | \$481        | \$5,364                |  |       |
| Flippin             | \$148,434                      | 0.0020                | \$8,698                         | 83                    | \$2,307                  | 0.0019        | 791                     | 0.0019        | 791                    | 0.0018      | \$1,110               | 791          | 0.0018                | \$1,110      | \$12,115               |  |       |
| Yellville-Summit    | \$221,054                      | 0.0030                | \$12,953                        | 106                   | \$2,946                  | 0.0024        | 896                     | 0.0024        | 896                    | 0.0020      | \$1,258               | 896          | 0.0020                | \$1,258      | \$17,156               |  |       |
| Marion County       | \$83,407                       | 0.0011                | \$4,887                         | 43                    | \$1,195                  | 0.0010        | 284                     | 0.0010        | 284                    | 0.0006      | \$399                 | 284          | 0.0006                | \$399        | \$6,481                |  |       |
| Bright Star         | \$46,049                       | 0.0006                | \$2,698                         | 40                    | \$1,112                  | 0.0009        | 257                     | 0.0009        | 257                    | 0.0006      | \$361                 | 257          | 0.0006                | \$361        | \$4,171                |  |       |
| Genoa-Central       | \$62,269                       | 0.0008                | \$3,649                         | 77                    | \$2,140                  | 0.0017        | 792                     | 0.0017        | 792                    | 0.0018      | \$1,112               | 792          | 0.0018                | \$1,112      | \$6,900                |  |       |
| Fouke               | \$106,149                      | 0.0014                | \$6,220                         | 97                    | \$2,696                  | 0.0022        | 792                     | 0.0022        | 792                    | 0.0019      | \$1,164               | 792          | 0.0019                | \$1,164      | \$10,079               |  |       |
| Texarkana           | \$1,059,484                    | 0.0143                | \$62,081                        | 514                   | \$14,286                 | 0.0115        | 5,621                   | 0.0115        | 5,621                  | 0.0127      | \$7,889               | 5,621        | 0.0127                | \$7,889      | \$84,256               |  |       |
| Armorel             | \$51,589                       | 0.0007                | \$3,023                         | 48                    | \$1,334                  | 0.0011        | 264                     | 0.0011        | 264                    | 0.0006      | \$371                 | 264          | 0.0006                | \$371        | \$4,727                |  |       |
| Blytheville         | \$1,287,153                    | 0.0173                | \$75,421                        | 522                   | \$14,508                 | 0.0117        | 4,249                   | 0.0117        | 4,249                  | 0.0096      | \$5,964               | 4,249        | 0.0096                | \$5,964      | \$95,893               |  |       |
| So. Mississippi Co. | \$479,156                      | 0.0065                | \$28,076                        | 247                   | \$6,865                  | 0.0055        | 1,845                   | 0.0055        | 1,845                  | 0.0042      | \$2,590               | 1,845        | 0.0042                | \$2,590      | \$37,531               |  |       |
| Gosnell             | \$326,803                      | 0.0044                | \$19,149                        | 210                   | \$5,837                  | 0.0047        | 1,509                   | 0.0047        | 1,509                  | 0.0034      | \$2,118               | 1,509        | 0.0034                | \$2,118      | \$27,104               |  |       |
| Manila              | \$224,273                      | 0.0030                | \$13,141                        | 131                   | \$3,641                  | 0.0029        | 966                     | 0.0029        | 966                    | 0.0022      | \$1,356               | 966          | 0.0022                | \$1,356      | \$18,138               |  |       |
| Osceola             | \$633,089                      | 0.0085                | \$37,096                        | 267                   | \$7,421                  | 0.0060        | 2,216                   | 0.0060        | 2,216                  | 0.0050      | \$3,110               | 2,216        | 0.0050                | \$3,110      | \$47,627               |  |       |
| Brinkley            | \$547,273                      | 0.0074                | \$32,068                        | 130                   | \$3,613                  | 0.0029        | 1,309                   | 0.0029        | 1,309                  | 0.0030      | \$1,837               | 1,309        | 0.0030                | \$1,837      | \$37,518               |  |       |
| Clarendon           | \$231,403                      | 0.0029                | \$13,559                        | 88                    | \$2,446                  | 0.0020        | 615                     | 0.0020        | 615                    | 0.0014      | \$863                 | 615          | 0.0014                | \$863        | \$16,868               |  |       |
| Holly Grove         | \$215,877                      | 0.0029                | \$12,649                        | 44                    | \$1,223                  | 0.0010        | 362                     | 0.0010        | 362                    | 0.0008      | \$508                 | 362          | 0.0008                | \$508        | \$14,380               |  |       |
| Caddo Hills         | \$105,653                      | 0.0014                | \$6,191                         | 54                    | \$1,501                  | 0.0012        | 545                     | 0.0012        | 545                    | 0.0013      | \$785                 | 545          | 0.0013                | \$785        | \$8,476                |  |       |
| Mount Ida           | \$78,620                       | 0.0011                | \$4,607                         | 39                    | \$1,084                  | 0.0009        | 545                     | 0.0009        | 545                    | 0.0012      | \$765                 | 545          | 0.0012                | \$765        | \$6,456                |  |       |
| Oden                | \$57,376                       | 0.0008                | \$3,362                         | 24                    | \$667                    | 0.0005        | 251                     | 0.0005        | 251                    | 0.0006      | \$352                 | 251          | 0.0006                | \$352        | \$4,381                |  |       |
| Emmet               | \$52,583                       | 0.0007                | \$3,081                         | 22                    | \$611                    | 0.0005        | 164                     | 0.0005        | 164                    | 0.0004      | \$230                 | 164          | 0.0004                | \$230        | \$3,923                |  |       |
| Prescott            | \$218,001                      | 0.0029                | \$12,774                        | 135                   | \$3,752                  | 0.0030        | 1,144                   | 0.0030        | 1,144                  | 0.0026      | \$1,606               | 1,144        | 0.0026                | \$1,606      | \$18,132               |  |       |
| Nevada              | \$153,675                      | 0.0021                | \$9,005                         | 68                    | \$1,890                  | 0.0015        | 718                     | 0.0015        | 718                    | 0.0016      | \$1,008               | 718          | 0.0016                | \$1,008      | \$11,902               |  |       |
| Deer                | \$86,000                       | 0.0012                | \$5,039                         | 50                    | \$1,390                  | 0.0011        | 346                     | 0.0011        | 346                    | 0.0008      | \$486                 | 346          | 0.0008                | \$486        | \$6,914                |  |       |
| Jasper              | \$140,056                      | 0.0019                | \$8,207                         | 56                    | \$1,556                  | 0.0013        | 592                     | 0.0013        | 592                    | 0.0013      | \$831                 | 592          | 0.0013                | \$831        | \$10,594               |  |       |



PERKINS II  
DISBURSEMENT OF SECONDARY FORMULA FUNDS FOR 1994-1995

Secondary \$6,210,398 = 75%  
 Chap I State Total \$74,191,849  
 Tot St Handcp Enrol 44,690  
 Tot. K-12 + Adult Enroll 442,471

| DISTRICT              | 1992-1993 CHAPTER I ESEA FUNDS |                       | 1992-1993 CHAPTER I ESEA FACTOR |               | 1992-1993 ESEA DOLLARS |                | HANDCP ENROLL |             | HANDCP FACTOR |              | HANDCP DOLLARS |               | K-12 ENROLL |             | K-12 FACTOR  |              | K-12 DOLLARS |               | TOTAL |
|-----------------------|--------------------------------|-----------------------|---------------------------------|---------------|------------------------|----------------|---------------|-------------|---------------|--------------|----------------|---------------|-------------|-------------|--------------|--------------|--------------|---------------|-------|
|                       | ESEA FUNDS                     | CHAPTER I ESEA FACTOR | 1992-1993 ESEA DOLLARS          | HANDCP ENROLL | HANDCP FACTOR          | HANDCP DOLLARS | K-12 ENROLL   | K-12 FACTOR | K-12 DOLLARS  | TOTAL ENROLL | TOTAL FACTOR   | TOTAL DOLLARS | K-12 ENROLL | K-12 FACTOR | K-12 DOLLARS | TOTAL ENROLL | TOTAL FACTOR | TOTAL DOLLARS |       |
| Mount Judea           | \$74,676                       | 0.0010                | \$4,376                         | 37            | 0.0008                 | \$1,028        | 252           | 0.0006      | 263           | 11           | \$369          | 252           | 0.0006      | 263         | 11           | \$369        | 263          | \$5,773       |       |
| Western Grove         | \$65,605                       | 0.0009                | \$3,844                         | 43            | 0.0010                 | \$1,195        | 272           | 0.0010      | 272           |              | \$382          | 272           | 0.0006      | 272         |              | \$382        | 272          | \$5,421       |       |
| Bearden               | \$204,277                      | 0.0028                | \$11,970                        | 70            | 0.0016                 | \$1,946        | 864           | 0.0016      | 864           |              | \$1,213        | 864           | 0.0020      | 864         |              | \$1,213      | 864          | \$15,128      |       |
| Camden/Fairview       | \$666,386                      | 0.0090                | \$39,047                        | 330           | 0.0074                 | \$9,172        | 3,996         | 0.0074      | 4,091         | 95           | \$5,742        | 3,996         | 0.0092      | 4,091       |              | \$5,742      | 4,091        | \$53,961      |       |
| Harmony Grove         | \$127,244                      | 0.0017                | \$7,456                         | 59            | 0.0013                 | \$1,640        | 795           | 0.0013      | 795           |              | \$1,116        | 795           | 0.0018      | 795         |              | \$1,116      | 795          | \$10,212      |       |
| Stephens              | \$143,313                      | 0.0019                | \$8,397                         | 53            | 0.0012                 | \$1,473        | 519           | 0.0012      | 519           |              | \$728          | 519           | 0.0012      | 519         |              | \$728        | 519          | \$10,599      |       |
| East End              | \$74,893                       | 0.0010                | \$4,388                         | 112           | 0.0025                 | \$3,113        | 605           | 0.0025      | 605           |              | \$849          | 605           | 0.0014      | 605         |              | \$849        | 605          | \$8,350       |       |
| Perry-Casa            | \$17,786                       | 0.0002                | \$1,042                         | 34            | 0.0008                 | \$945          | 188           | 0.0008      | 188           |              | \$264          | 188           | 0.0004      | 188         |              | \$264        | 188          | \$2,251       |       |
| Perryville            | \$96,334                       | 0.0012                | \$5,059                         | 107           | 0.0024                 | \$2,974        | 892           | 0.0024      | 892           |              | \$1,252        | 892           | 0.0020      | 892         |              | \$1,252      | 892          | \$9,285       |       |
| Barton-Lexa           | \$223,508                      | 0.0030                | \$13,096                        | 70            | 0.0016                 | \$1,946        | 734           | 0.0016      | 734           |              | \$1,030        | 734           | 0.0017      | 734         |              | \$1,030      | 734          | \$16,072      |       |
| Elaine                | \$371,208                      | 0.0050                | \$21,751                        | 81            | 0.0018                 | \$2,251        | 733           | 0.0018      | 733           |              | \$1,029        | 733           | 0.0017      | 733         |              | \$1,029      | 733          | \$25,031      |       |
| Helena-West Helena    | \$2,004,420                    | 0.0270                | \$117,449                       | 458           | 0.0102                 | \$12,729       | 4,129         | 0.0102      | 4,129         |              | \$5,795        | 4,129         | 0.0093      | 4,129       |              | \$5,795      | 4,129        | \$135,974     |       |
| Marvel                | \$465,582                      | 0.0063                | \$27,281                        | 98            | 0.0022                 | \$2,724        | 847           | 0.0022      | 847           |              | \$1,189        | 847           | 0.0019      | 847         |              | \$1,189      | 847          | \$31,193      |       |
| Lake View             | \$147,796                      | 0.0020                | \$8,660                         | 13            | 0.0003                 | \$361          | 235           | 0.0003      | 235           |              | \$330          | 235           | 0.0005      | 235         |              | \$330        | 235          | \$9,351       |       |
| Delight               | \$65,072                       | 0.0009                | \$3,813                         | 47            | 0.0011                 | \$1,306        | 380           | 0.0011      | 380           |              | \$533          | 380           | 0.0009      | 380         |              | \$533        | 380          | \$5,653       |       |
| Glenwood              | \$80,610                       | 0.0011                | \$4,723                         | 44            | 0.0010                 | \$1,223        | 450           | 0.0010      | 450           |              | \$632          | 450           | 0.0010      | 450         |              | \$632        | 450          | \$6,578       |       |
| Kirby                 | \$100,211                      | 0.0014                | \$5,872                         | 58            | 0.0013                 | \$1,612        | 442           | 0.0013      | 442           |              | \$620          | 442           | 0.0010      | 442         |              | \$620        | 442          | \$8,104       |       |
| Murfreesboro          | \$97,532                       | 0.0013                | \$5,715                         | 66            | 0.0015                 | \$1,834        | 578           | 0.0015      | 578           |              | \$811          | 578           | 0.0013      | 578         |              | \$811        | 578          | \$8,361       |       |
| Harrisburg            | \$188,404                      | 0.0025                | \$11,040                        | 131           | 0.0029                 | \$3,641        | 1,018         | 0.0029      | 1,018         |              | \$1,429        | 1,018         | 0.0023      | 1,018       |              | \$1,429      | 1,018        | \$16,109      |       |
| Marked Tree           | \$221,797                      | 0.0030                | \$12,996                        | 118           | 0.0026                 | \$3,280        | 918           | 0.0026      | 918           |              | \$1,288        | 918           | 0.0021      | 918         |              | \$1,288      | 918          | \$17,564      |       |
| Trumann               | \$407,369                      | 0.0055                | \$23,870                        | 194           | 0.0043                 | \$5,392        | 1,733         | 0.0043      | 1,733         | 17           | \$2,456        | 1,733         | 0.0040      | 1,733       |              | \$2,456      | 1,733        | \$31,718      |       |
| Welner                | \$167,132                      | 0.0009                | \$3,934                         | 32            | 0.0007                 | \$889          | 434           | 0.0007      | 434           |              | \$609          | 434           | 0.0010      | 434         |              | \$609        | 434          | \$5,432       |       |
| East Pointsett County | \$197,173                      | 0.0027                | \$11,553                        | 96            | 0.0021                 | \$2,668        | 844           | 0.0021      | 844           |              | \$1,185        | 844           | 0.0019      | 844         |              | \$1,185      | 844          | \$15,406      |       |
| Acorn                 | \$101,737                      | 0.0014                | \$5,961                         | 43            | 0.0010                 | \$1,195        | 351           | 0.0010      | 351           |              | \$493          | 351           | 0.0008      | 351         |              | \$493        | 351          | \$7,649       |       |
| Hatfield              | \$99,705                       | 0.0013                | \$5,842                         | 37            | 0.0008                 | \$1,028        | 344           | 0.0008      | 344           |              | \$483          | 344           | 0.0008      | 344         |              | \$483        | 344          | \$7,353       |       |
| Mena                  | \$330,501                      | 0.0045                | \$19,366                        | 167           | 0.0037                 | \$4,641        | 1,841         | 0.0037      | 1,841         |              | \$2,584        | 1,841         | 0.0042      | 1,841       |              | \$2,584      | 1,841        | \$26,591      |       |
| Van Cove              | \$89,947                       | 0.0012                | \$5,270                         | 46            | 0.0010                 | \$1,278        | 380           | 0.0010      | 380           |              | \$533          | 380           | 0.0009      | 380         |              | \$533        | 380          | \$7,082       |       |
| Wicks                 | \$120,679                      | 0.0016                | \$7,071                         | 47            | 0.0011                 | \$1,306        | 514           | 0.0011      | 514           |              | \$721          | 514           | 0.0012      | 514         |              | \$721        | 514          | \$9,099       |       |
| Atkins                | \$119,049                      | 0.0016                | \$6,976                         | 122           | 0.0027                 | \$3,391        | 1,107         | 0.0027      | 1,107         |              | \$1,554        | 1,107         | 0.0025      | 1,107       |              | \$1,554      | 1,107        | \$11,920      |       |
| Dover                 | \$162,197                      | 0.0022                | \$9,504                         | 107           | 0.0024                 | \$2,974        | 1,296         | 0.0024      | 1,296         |              | \$1,819        | 1,296         | 0.0029      | 1,296       |              | \$1,819      | 1,296        | \$14,297      |       |
| Hector                | \$147,981                      | 0.0020                | \$8,671                         | 110           | 0.0025                 | \$3,057        | 716           | 0.0025      | 716           |              | \$1,005        | 716           | 0.0016      | 716         |              | \$1,005      | 716          | \$12,733      |       |
| Pottsville            | \$139,204                      | 0.0019                | \$8,157                         | 84            | 0.0019                 | \$2,335        | 790           | 0.0019      | 790           |              | \$1,109        | 790           | 0.0018      | 790         |              | \$1,109      | 790          | \$11,600      |       |
| Russellville          | \$479,945                      | 0.0065                | \$28,122                        | 369           | 0.0083                 | \$10,256       | 5,084         | 0.0083      | 5,084         |              | \$7,136        | 5,084         | 0.0115      | 5,084       |              | \$7,136      | 5,084        | \$45,514      |       |
| DeWalls Bluff         | \$152,068                      | 0.0020                | \$8,910                         | 45            | 0.0010                 | \$1,251        | 650           | 0.0010      | 650           |              | \$912          | 650           | 0.0015      | 650         |              | \$912        | 650          | \$11,073      |       |
| Hazen                 | \$136,572                      | 0.0018                | \$8,002                         | 47            | 0.0011                 | \$1,306        | 447           | 0.0011      | 447           |              | \$627          | 447           | 0.0010      | 447         |              | \$627        | 447          | \$9,936       |       |
| Little Rock           | \$109,901                      | 0.0015                | \$6,440                         | 48            | 0.0011                 | \$1,334        | 517           | 0.0011      | 517           |              | \$726          | 517           | 0.0012      | 517         |              | \$726        | 517          | \$8,499       |       |
| North Little Rock     | \$4,375,616                    | 0.0590                | \$256,390                       | 1,926         | 0.0431                 | \$53,530       | 25,653        | 0.0431      | 26,054        | 401          | \$36,569       | 25,653        | 0.0589      | 26,054      |              | \$36,569     | 26,054       | \$346,488     |       |
| Pulaski County        | \$1,832,027                    | 0.0247                | \$107,348                       | 970           | 0.0217                 | \$26,959       | 9,192         | 0.0217      | 9,192         |              | \$12,902       | 9,192         | 0.0208      | 9,192       |              | \$12,902     | 9,192        | \$147,209     |       |
| Biggers-Reyno         | \$1,937,184                    | 0.0261                | \$113,509                       | 2,133         | 0.0477                 | \$59,283       | 21,520        | 0.0477      | 21,520        |              | \$30,205       | 21,520        | 0.0486      | 21,520      |              | \$30,205     | 21,520       | \$202,997     |       |
| Maynard               | \$34,320                       | 0.0005                | \$2,011                         | 11            | 0.0002                 | \$306          | 193           | 0.0002      | 193           |              | \$271          | 193           | 0.0004      | 193         |              | \$271        | 193          | \$2,588       |       |
|                       | \$128,513                      | 0.0017                | \$7,530                         | 59            | 0.0013                 | \$1,640        | 528           | 0.0013      | 528           |              | \$741          | 528           | 0.0012      | 528         |              | \$741        | 528          | \$9,911       |       |



PERKINS II  
DISBURSEMENT OF SECONDARY FORMULA FUNDS FOR 1994-1995

Secondary \$6,210,398 = 75%  
Chap I State Total \$74,191,849  
Tot St Handcp Enrol 44,690  
Tot K-12 + Adult Enroll 442,471

| DISTRICT           | 1992-1993 CHAPTER I ESEA |                       | 1992-1993 ESEA |               | 1992-1993 K-12 |        | 1992-1993 ADULT |        | TOTAL ENROLL | K-12 FACTOR | K-12 DOLLARS | TOTAL     |
|--------------------|--------------------------|-----------------------|----------------|---------------|----------------|--------|-----------------|--------|--------------|-------------|--------------|-----------|
|                    | FUNDS                    | CHAPTER I ESEA FACTOR | DOLLARS        | HANDCP ENROLL | DOLLARS        | ENROLL | ENROLL          | ENROLL |              |             |              |           |
| Pocahontas         | \$194,926                | 0.0026                | \$11,422       | 169           | \$4,697        | 1,740  | 331             | 1,740  | 0.0039       | \$2,442     | 1,740        | \$18,561  |
| Randolph County    | \$95,915                 | 0.0013                | \$5,620        | 42            | \$1,167        | 331    | 331             | 331    | 0.0007       | \$465       | 331          | \$7,252   |
| Forrest City       | \$1,650,290              | 0.0222                | \$96,699       | 483           | \$13,424       | 5,114  | 5,114           | 5,114  | 0.0116       | \$7,178     | 5,114        | \$117,301 |
| Hughes             | \$402,253                | 0.0054                | \$23,570       | 98            | \$2,724        | 1,079  | 1,079           | 1,079  | 0.0024       | \$1,514     | 1,079        | \$27,808  |
| Palestine-Wheatley | \$188,153                | 0.0025                | \$11,025       | 75            | \$2,084        | 656    | 656             | 656    | 0.0015       | \$921       | 656          | \$14,030  |
| Bauxite            | \$47,621                 | 0.0006                | \$2,790        | 62            | \$1,723        | 675    | 675             | 675    | 0.0015       | \$947       | 675          | \$5,461   |
| Benton             | \$269,183                | 0.0036                | \$15,773       | 353           | \$9,811        | 4,244  | 4,244           | 4,388  | 0.0099       | \$6,159     | 4,388        | \$31,743  |
| Bryant             | \$192,748                | 0.0026                | \$11,294       | 508           | \$14,119       | 5,360  | 5,360           | 5,407  | 0.0122       | \$7,589     | 5,407        | \$33,002  |
| Harmony Grove      | \$52,844                 | 0.0007                | \$3,096        | 65            | \$1,807        | 634    | 634             | 634    | 0.0014       | \$890       | 634          | \$5,793   |
| Paron              | \$11,920                 | 0.0002                | \$698          | 38            | \$1,056        | 233    | 233             | 233    | 0.0005       | \$327       | 233          | \$2,082   |
| Waldron            | \$360,823                | 0.0049                | \$21,142       | 193           | \$5,364        | 1,611  | 1,611           | 1,611  | 0.0036       | \$2,261     | 1,611        | \$28,768  |
| Leslie             | \$76,170                 | 0.0010                | \$4,463        | 26            | \$723          | 294    | 294             | 294    | 0.0007       | \$413       | 294          | \$5,598   |
| Marshall           | \$171,105                | 0.0023                | \$10,026       | 101           | \$2,807        | 754    | 754             | 754    | 0.0017       | \$1,058     | 754          | \$13,891  |
| Saint Joe          | \$80,432                 | 0.0011                | \$4,713        | 27            | \$750          | 222    | 222             | 222    | 0.0005       | \$312       | 222          | \$5,775   |
| Wilts Springs      | \$25,316                 | 0.0003                | \$1,483        | 13            | \$361          | 88     | 88              | 88     | 0.0002       | \$124       | 88           | \$1,968   |
| Fort Smith         | \$1,453,913              | 0.0196                | \$85,192       | 1,367         | \$37,993       | 12,580 | 12,580          | 12,580 | 0.0284       | \$17,657    | 12,580       | \$140,842 |
| Greenwood          | \$159,795                | 0.0022                | \$9,363        | 227           | \$6,309        | 2,608  | 2,608           | 2,608  | 0.0059       | \$3,661     | 2,608        | \$19,333  |
| Hackett            | \$103,566                | 0.0014                | \$6,068        | 65            | \$1,807        | 533    | 533             | 533    | 0.0012       | \$748       | 533          | \$8,623   |
| Hartford           | \$100,805                | 0.0014                | \$5,907        | 80            | \$2,223        | 473    | 473             | 473    | 0.0011       | \$664       | 473          | \$8,794   |
| Lavaca             | \$98,151                 | 0.0013                | \$5,751        | 69            | \$2,223        | 778    | 778             | 778    | 0.0018       | \$1,092     | 778          | \$8,761   |
| Mansfield          | \$151,085                | 0.0020                | \$8,853        | 104           | \$2,890        | 899    | 899             | 899    | 0.0020       | \$1,262     | 899          | \$13,005  |
| DeQueen            | \$198,531                | 0.0027                | \$11,633       | 126           | \$3,502        | 1,613  | 1,613           | 1,613  | 0.0036       | \$2,264     | 1,613        | \$17,399  |
| Horatio            | \$126,392                | 0.0017                | \$7,406        | 60            | \$1,668        | 699    | 699             | 699    | 0.0016       | \$981       | 699          | \$10,055  |
| Lockesburg         | \$60,854                 | 0.0008                | \$3,566        | 54            | \$1,501        | 431    | 431             | 431    | 0.0010       | \$605       | 431          | \$5,672   |
| Cave City          | \$202,870                | 0.0027                | \$11,887       | 141           | \$3,919        | 1,054  | 1,054           | 1,054  | 0.0024       | \$1,479     | 1,054        | \$17,285  |
| Evening Shade      | \$65,151                 | 0.0009                | \$3,818        | 44            | \$1,223        | 288    | 288             | 288    | 0.0007       | \$404       | 288          | \$5,445   |
| Highland           | \$274,053                | 0.0037                | \$16,058       | 181           | \$5,031        | 1,348  | 1,348           | 1,348  | 0.0030       | \$1,892     | 1,348        | \$22,981  |
| Williford          | \$108,710                | 0.0015                | \$6,370        | 33            | \$917          | 268    | 268             | 268    | 0.0006       | \$376       | 268          | \$7,663   |
| Mountain View      | \$225,473                | 0.0030                | \$13,212       | 147           | \$4,086        | 1,189  | 1,189           | 1,189  | 0.0027       | \$1,669     | 1,189        | \$18,966  |
| Stone County       | \$119,044                | 0.0016                | \$6,975        | 59            | \$1,640        | 338    | 338             | 338    | 0.0008       | \$474       | 338          | \$9,090   |
| Rural Special      | \$74,878                 | 0.0010                | \$4,387        | 33            | \$917          | 245    | 245             | 245    | 0.0006       | \$344       | 245          | \$5,649   |
| El Dorado          | \$1,000,928              | 0.0135                | \$58,649       | 498           | \$13,841       | 4,980  | 4,980           | 4,980  | 0.0113       | \$6,990     | 4,980        | \$79,480  |
| Huttig             | \$87,849                 | 0.0012                | \$5,148        | 34            | \$945          | 274    | 274             | 274    | 0.0006       | \$385       | 274          | \$6,477   |
| Junction City      | \$148,819                | 0.0020                | \$8,720        | 93            | \$2,585        | 950    | 950             | 950    | 0.0021       | \$1,333     | 950          | \$12,638  |
| Mount Holly        | \$26,049                 | 0.0004                | \$1,526        | 32            | \$889          | 227    | 227             | 227    | 0.0005       | \$319       | 227          | \$2,734   |
| Norphlet           | \$69,506                 | 0.0009                | \$4,073        | 50            | \$1,390        | 583    | 583             | 583    | 0.0013       | \$818       | 583          | \$6,281   |
| Parkers Chapel     | \$41,989                 | 0.0006                | \$2,460        | 78            | \$2,168        | 720    | 720             | 720    | 0.0016       | \$1,011     | 720          | \$5,639   |
| Smackover          | \$127,613                | 0.0017                | \$7,477        | 50            | \$1,390        | 856    | 856             | 866    | 0.0020       | \$1,215     | 866          | \$10,083  |
| Strong             | \$147,523                | 0.0020                | \$8,644        | 54            | \$1,501        | 601    | 601             | 601    | 0.0014       | \$844       | 601          | \$10,989  |
| Union              | \$56,920                 | 0.0008                | \$3,335        | 34            | \$945          | 324    | 324             | 324    | 0.0007       | \$455       | 324          | \$4,735   |
| Alread             | \$14,981                 | 0.0002                | \$878          | 15            | \$417          | 93     | 93              | 93     | 0.0002       | \$131       | 93           | \$1,425   |



PERKINS II  
DISBURSEMENT OF SECONDARY FORMULA FUNDS FOR 1994-1995

Secondary \$6,210,398 = 75%  
 Chap I State Total \$74,191,849  
 Tot St Handcp Enrol 44,690  
 Tot. K-12 + Adult Enroll 442,471

| DISTRICT            | 1992:1993            |                       | 1992:1993              |                       | 1992:1993     |               | 1992:1993      |             | 1992:1993   |              | 1992:1993   |              | TOTAL ENROLL | K-12 ENROLL | K-12 DOLLARS | TOTAL       |
|---------------------|----------------------|-----------------------|------------------------|-----------------------|---------------|---------------|----------------|-------------|-------------|--------------|-------------|--------------|--------------|-------------|--------------|-------------|
|                     | CHAPTER I ESEA FUNDS | CHAPTER I ESEA FACTOR | CHAPTER I ESEA DOLLARS | CHAPTER I ESEA ENROLL | HANDCP ENROLL | HANDCP FACTOR | HANDCP DOLLARS | K-12 ENROLL | K-12 ENROLL | K-12 DOLLARS | K-12 FACTOR | K-12 DOLLARS |              |             |              |             |
| Clinton             | \$114,202            | 0.0015                | \$6,692                | 119                   | 0.0027        | \$3,307       | 1,131          | 1,131       | 0.0026      | \$1,587      | 1,131       | 1,131        | 1,131        | 0.0026      | \$1,587      | \$11,587    |
| Scotland            | \$32,595             | 0.0004                | \$1,910                | 15                    | 0.0003        | \$417         | 164            | 164         | 0.0004      | \$230        | 164         | 164          | 164          | 0.0004      | \$230        | \$2,557     |
| Shirley             | \$143,653            | 0.0019                | \$8,417                | 57                    | 0.0013        | \$1,584       | 508            | 508         | 0.0011      | \$713        | 508         | 508          | 508          | 0.0011      | \$713        | \$10,715    |
| South Side          | \$58,680             | 0.0008                | \$3,438                | 48                    | 0.0011        | \$1,334       | 441            | 441         | 0.0010      | \$619        | 441         | 441          | 441          | 0.0010      | \$619        | \$5,391     |
| Elkins              | \$50,902             | 0.0007                | \$2,983                | 57                    | 0.0013        | \$1,584       | 768            | 768         | 0.0017      | \$1,078      | 768         | 768          | 768          | 0.0017      | \$1,078      | \$5,645     |
| Farmington          | \$68,619             | 0.0009                | \$4,021                | 90                    | 0.0020        | \$2,501       | 1,130          | 1,130       | 0.0026      | \$1,586      | 1,130       | 1,130        | 1,130        | 0.0026      | \$1,586      | \$8,108     |
| Fayetteville        | \$436,724            | 0.0059                | \$25,590               | 665                   | 0.0149        | \$18,483      | 6,942          | 6,942       | 0.0157      | \$9,769      | 6,960       | 6,960        | 6,960        | 0.0157      | \$9,769      | \$53,841    |
| Greenland           | \$121,227            | 0.0016                | \$7,103                | 56                    | 0.0013        | \$1,556       | 749            | 749         | 0.0017      | \$1,051      | 749         | 749          | 749          | 0.0017      | \$1,051      | \$9,711     |
| Lincoln             | \$170,368            | 0.0023                | \$9,983                | 124                   | 0.0028        | \$3,446       | 1,026          | 1,026       | 0.0024      | \$1,512      | 1,077       | 1,077        | 1,077        | 0.0024      | \$1,512      | \$14,941    |
| Prairie Grove       | \$82,697             | 0.0011                | \$4,846                | 126                   | 0.0028        | \$3,502       | 1,185          | 1,185       | 0.0027      | \$1,663      | 1,185       | 1,185        | 1,185        | 0.0027      | \$1,663      | \$10,011    |
| Springdale          | \$508,850            | 0.0069                | \$29,816               | 895                   | 0.0200        | \$24,875      | 8,629          | 8,629       | 0.0195      | \$12,111     | 8,629       | 8,629        | 8,629        | 0.0195      | \$12,111     | \$66,802    |
| West Fork           | \$82,312             | 0.0011                | \$4,823                | 78                    | 0.0017        | \$2,168       | 1,005          | 1,005       | 0.0023      | \$1,411      | 1,005       | 1,005        | 1,005        | 0.0023      | \$1,411      | \$8,402     |
| Winslow             | \$27,511             | 0.0006                | \$2,784                | 24                    | 0.0005        | \$667         | 236            | 236         | 0.0005      | \$331        | 236         | 236          | 236          | 0.0005      | \$331        | \$3,782     |
| Bald Knob           | \$269,880            | 0.0036                | \$15,814               | 161                   | 0.0036        | \$4,475       | 1,452          | 1,452       | 0.0033      | \$2,038      | 1,452       | 1,452        | 1,452        | 0.0033      | \$2,038      | \$22,326    |
| Beebe               | \$185,165            | 0.0025                | \$10,850               | 166                   | 0.0037        | \$4,614       | 1,724          | 1,724       | 0.0039      | \$2,420      | 1,724       | 1,724        | 1,724        | 0.0039      | \$2,420      | \$17,883    |
| Bradford            | \$63,746             | 0.0009                | \$3,735                | 99                    | 0.0022        | \$2,752       | 558            | 558         | 0.0013      | \$783        | 558         | 558          | 558          | 0.0013      | \$783        | \$7,270     |
| Riverview           | \$79,268             | 0.0011                | \$4,645                | 72                    | 0.0016        | \$2,001       | 550            | 550         | 0.0012      | \$772        | 550         | 550          | 550          | 0.0012      | \$772        | \$7,418     |
| Central             | \$217,251            | 0.0029                | \$12,730               | 196                   | 0.0044        | \$5,447       | 1,274          | 1,274       | 0.0029      | \$1,802      | 1,284       | 1,284        | 1,284        | 0.0029      | \$1,802      | \$19,980    |
| McRae               | \$62,999             | 0.0008                | \$3,691                | 56                    | 0.0013        | \$1,556       | 340            | 340         | 0.0008      | \$477        | 340         | 340          | 340          | 0.0008      | \$477        | \$5,725     |
| Pangburn            | \$72,757             | 0.0010                | \$4,263                | 83                    | 0.0019        | \$2,307       | 578            | 578         | 0.0014      | \$855        | 609         | 609          | 609          | 0.0014      | \$855        | \$7,425     |
| Rose Bud            | \$55,265             | 0.0007                | \$3,238                | 88                    | 0.0020        | \$2,446       | 585            | 585         | 0.0013      | \$821        | 585         | 585          | 585          | 0.0013      | \$821        | \$6,505     |
| Searcy              | \$307,509            | 0.0041                | \$18,019               | 282                   | 0.0063        | \$7,838       | 3,353          | 3,353       | 0.0076      | \$4,706      | 3,353       | 3,353        | 3,353        | 0.0076      | \$4,706      | \$30,562    |
| Augusta             | \$273,870            | 0.0037                | \$16,047               | 55                    | 0.0012        | \$1,529       | 666            | 666         | 0.0015      | \$935        | 666         | 666          | 666          | 0.0015      | \$935        | \$18,511    |
| Cotton Plant        | \$176,577            | 0.0024                | \$10,347               | 45                    | 0.0010        | \$1,251       | 325            | 325         | 0.0007      | \$456        | 325         | 325          | 325          | 0.0007      | \$456        | \$12,053    |
| McCrory             | \$232,954            | 0.0031                | \$13,650               | 105                   | 0.0023        | \$2,918       | 851            | 851         | 0.0019      | \$1,194      | 851         | 851          | 851          | 0.0019      | \$1,194      | \$17,763    |
| Darville            | \$109,056            | 0.0015                | \$6,390                | 78                    | 0.0017        | \$2,168       | 607            | 607         | 0.0015      | \$956        | 681         | 681          | 681          | 0.0015      | \$956        | \$9,514     |
| Dardanelle          | \$142,875            | 0.0019                | \$8,372                | 141                   | 0.0032        | \$3,919       | 1,541          | 1,541       | 0.0035      | \$2,163      | 1,541       | 1,541        | 1,541        | 0.0035      | \$2,163      | \$14,454    |
| Fourche Valley      | \$38,637             | 0.0005                | \$2,264                | 24                    | 0.0005        | \$667         | 142            | 142         | 0.0003      | \$199        | 142         | 142          | 142          | 0.0003      | \$199        | \$3,130     |
| Ola                 | \$107,677            | 0.0015                | \$6,309                | 69                    | 0.0015        | \$1,918       | 531            | 531         | 0.0012      | \$745        | 531         | 531          | 531          | 0.0012      | \$745        | \$8,972     |
| Plainview-Rover     | \$93,808             | 0.0013                | \$5,497                | 49                    | 0.0011        | \$1,362       | 349            | 349         | 0.0008      | \$490        | 349         | 349          | 349          | 0.0008      | \$490        | \$7,348     |
| Western Yell County | \$78,497             | 0.0011                | \$4,600                | 52                    | 0.0012        | \$1,445       | 420            | 420         | 0.0009      | \$590        | 420         | 420          | 420          | 0.0009      | \$590        | \$6,634     |
| Totals              | \$74,191,849         | 1                     | \$4,347,279            | 44,690                | 1             | \$1,242,080   | 440,682        | 440,682     | 1           | \$621,040    | 1,789       | 442,471      | 442,471      | 1           | \$621,040    | \$6,210,398 |

PERKINS II DISBURSEMENT OF POSTSECONDARY FORMULA FUNDS  
1994 - 1995

Total Amount: \$2,070,132 = 25%

|                       |       |
|-----------------------|-------|
| Pell Grant Recipients | 7,265 |
| BIA Grant Recipients  | 39    |
| Total Recipients      | 7,304 |

| School                | Pell and BIA Recipients | Factor | Amount      |
|-----------------------|-------------------------|--------|-------------|
| ASU - Beebe           | 72                      | 0.0099 | \$20,407    |
| ASU - Newport         | 42                      | 0.0058 | \$11,904    |
| Black River TC        | 207                     | 0.0283 | \$58,669    |
| Cossatot TC           | 73                      | 0.0100 | \$20,690    |
| East Arkansas CC      | 554                     | 0.0758 | \$157,017   |
| Garland County CC     | 676                     | 0.0926 | \$191,595   |
| Gateway TC            | 139                     | 0.0190 | \$39,396    |
| Mid-South TC          | 75                      | 0.0103 | \$21,257    |
| Mississippi Co. CC    | 449                     | 0.0615 | \$127,258   |
| North Arkansas CC     | 444                     | 0.0608 | \$125,840   |
| Northwest Arkansas CC | 159                     | 0.0218 | \$45,064    |
| Ouachita TC           | 151                     | 0.0207 | \$42,797    |
| Ozarka TC             | 95                      | 0.0130 | \$26,925    |
| Petit Jean TC         | 211                     | 0.0289 | \$59,803    |
| Phillips County CC    | 592                     | 0.0811 | \$167,787   |
| Pines TC              | 214                     | 0.0293 | \$60,653    |
| Pulaski TC            | 156                     | 0.0214 | \$44,214    |
| Red River TC          | 159                     | 0.0218 | \$45,064    |
| Rich Mountain CC      | 160                     | 0.0219 | \$45,348    |
| South Arkansas CC     | 221                     | 0.0303 | \$62,637    |
| SAUT - Camden         | 210                     | 0.0288 | \$59,519    |
| Westark CC            | 838                     | 0.1147 | \$237,510   |
| Arkansas Valley TI    | 225                     | 0.0308 | \$63,770    |
| Cotton Boll TI        | 166                     | 0.0227 | \$47,048    |
| Crowley's Ridge TI    | 186                     | 0.0255 | \$52,717    |
| Delta TI              | 192                     | 0.0263 | \$54,417    |
| Foothills TI          | 172                     | 0.0235 | \$48,749    |
| Forest Echoes VT      | 46                      | 0.0063 | \$13,038    |
| Great Rivers VT       | 71                      | 0.0097 | \$20,123    |
| Northwest TI          | 174                     | 0.0238 | \$49,316    |
| Quapaw TI             | 135                     | 0.0185 | \$38,262    |
| Rice Belt VT          | 40                      | 0.0055 | \$11,337    |
|                       | ----                    | ----   | -----       |
| Totals                | 7,304                   | 1.0000 | \$2,070,132 |



SCHOOL ON-SITE REPORT FOR PERKINS FUNDED PROGRAMS, SERVICES, AND ACTIVITIES (Revised 11-24-92)

District: \_\_\_\_\_ School: \_\_\_\_\_
Occupational Specialties Offered: \_\_\_\_\_
Date of Visit: \_\_\_\_\_ Person Contacted: \_\_\_\_\_ Reviewer: \_\_\_\_\_

I. Programs

Yes No

A. Planned programs of study have been developed for each occupational specialty listed above. If "none," explain.

\_\_\_\_\_

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

B. Planned programs of study have been implemented for each occupational specialty listed above. If "none," explain.

\_\_\_\_\_

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

C. A planned program of study is on file for students enrolled in an occupational specialty. If "none," explain.

\_\_\_\_\_

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

D. Who was involved in developing the planned program of study for students enrolled in an occupational specialty? If "none," explain.

1. Counselor

\_\_\_\_\_

2. Parents

\_\_\_\_\_

3. Student

\_\_\_\_\_

4. Academic Instructors

\_\_\_\_\_

5. Vocational Instructors

\_\_\_\_\_

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

E. List examples of how academic teachers and vocational teachers work cooperatively to integrate subject matter: If "none", explain.

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

F. List integration methods planned for the future and time line:

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

II. Sex Equity/Special Populations

Which of the following services are being provided?

Yes      No

A. Preparatory Services (\* Required)

- \* Outreach and recruitment:
  - \* Opportunities available in vocational education
  - \* Eligibility requirements for program enrollment
  - \* Specific courses available
  - \* Employment opportunities
  - \* Placement
- \* Vocational assessment and testing

B. Support Services

Dependent care - Funding Source: Local \_\_\_ State \_\_\_ Federal \_\_\_  
 Transportation  
 Other \_\_\_\_\_

C. Supplementary Services

- Curriculum modification
- Equipment modification
- Classroom modification
- Supportive personnel
- Instructional aids and devices

E. Participatory Planning

Do Students serve on local advisory committees?  
 Do Parents serve on local advisory committees?

III. Core Standards and Measures of Performance

LEA has submitted documentation of compliance with the core standards and measures of performance in accordance with state guidelines.

IV. Size, Scope, and Quality

Programs are of such size, scope, and quality to be effective.

V. Comments:

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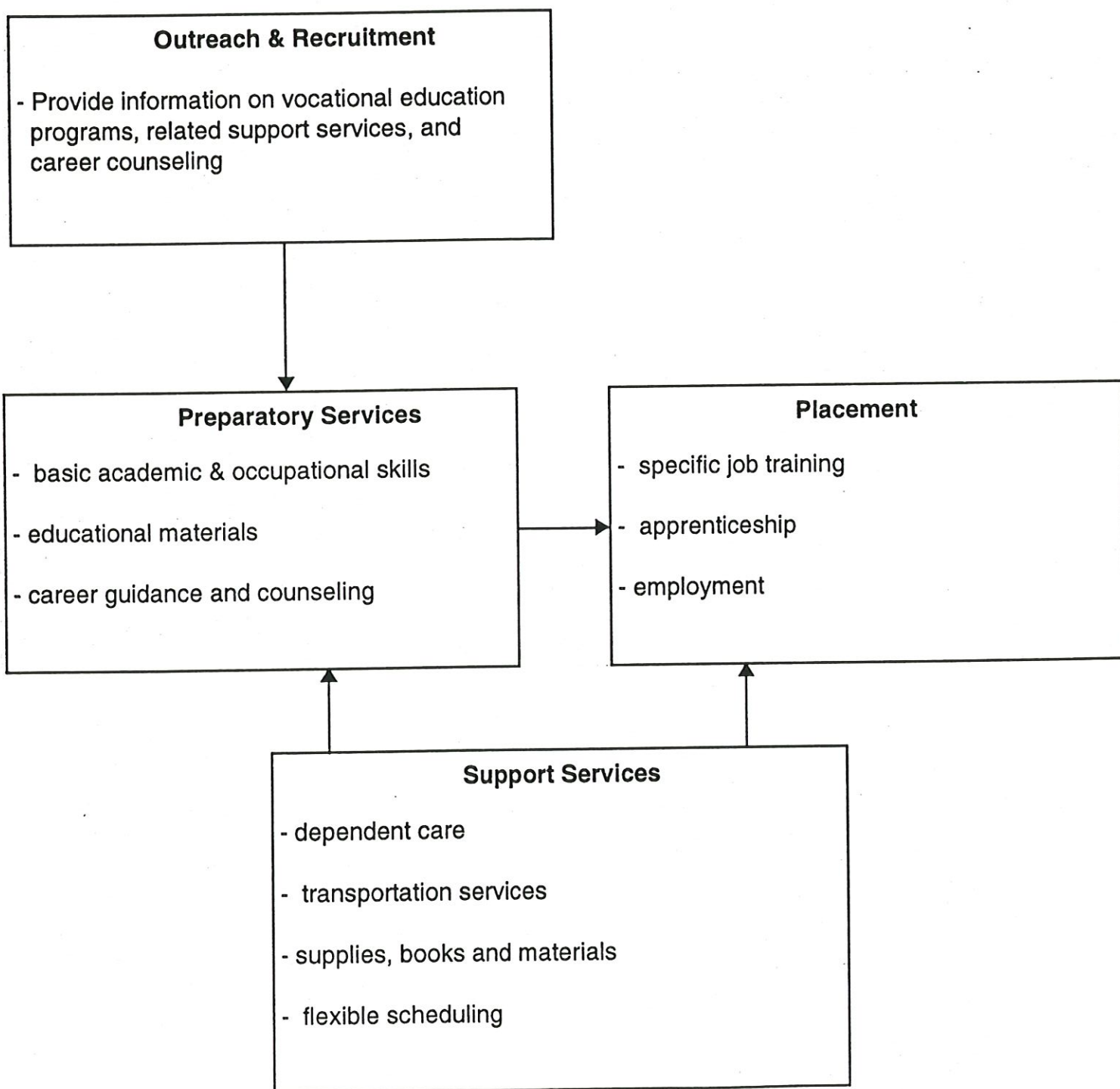
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## Single Parents, Displaced Homemakers and Single Pregnant Women Program Components



VOCATIONAL-TECHNICAL EDUCATION  
SECONDARY/POSTSECONDARY ASSESSMENT

Please complete this assessment, retain one copy for your files, and by no later than November 30, 1993, return one copy of the form to:

Finance Office  
Vocational and Technical Education Division  
Three Capitol Mall  
Luther S. Hardin Building  
Little Rock, AR 72201-1083

\*\*\*\*\*

The Carl D. Perkins Vocational and Applied Technology Education Act requires an assessment of the quality of vocational education programs throughout the state. This requirement is contained in Section 403.203 of the Perkins Act Final Regulations. The following statements have been developed to ascertain the extent to which current vocational and technical education programs meet criteria outlined in the regulations. At the conclusion of each numbered statement are examples of services or activities that evidence accomplishment.

Please respond to the assessment by assigning a numerical value in the space provided for each statement. Use a numerical scale of 0 through 5, with 0 being the low end indicating no accomplishment, and 5 being the high end indicating complete accomplishment.

\*\*\*\*\*

1. Academic and vocational teachers have cooperatively planned and integrated subject matter. For example, the following activities have occurred:

- Academic and vocational teachers have jointly participated in state-sponsored inservice training
- Teachers are provided common planning time to integrate activities
- Cooperative teaching is in progress
- Course syllabi containing both academic and vocational competencies have been developed
- Course content guides/frameworks containing both academic and vocational competencies have been developed
- Competency test items that include academic and vocational competencies have been written

2. All students are counseled to pursue a sequence of courses that integrates both academic and occupational competencies.

For example, a planned program of study that integrates academic and vocational education has been developed for each student and is on file.



3. Students obtain realistic workplace skills through a variety of planned activities that may include:

Access to information about nontraditional careers  
 Career counseling  
 Integrated academic and vocational education  
 Occupational specific training  
 Shadowing and/or mentoring  
 Internship  
 Cooperative education  
 Apprenticeship program  
 Vocational student organization activities  
 Workplace Readiness

4. Students receive assistance in pursuing paid employment. Examples of assistance include:

Pre-employment skill training  
 School-to-work transition  
 Career counseling/placement  
 Classroom teachers assist students  
 Youth Apprenticeship

5. Cooperative linkages exist between secondary and postsecondary institutions as evidenced by:

Curriculum articulation  
 Shared facilities  
 Shared equipment  
 Formal vocational/technical articulation agreements leading to credit

6. The curriculum includes instruction and provides for experience in all aspects of an industry the student is preparing to enter. (The Perkins Act defines "all aspects of the industry" to include all of the following elements)

Environmental issues  
 Health and safety  
 Labor and community issues  
 Planning, management, finances  
 Technical and production knowledge and skills  
 Underlying principles of technology

A "0" or "5" is the only acceptable response to this statement.

7. The institution is providing support services to students who are members of special populations. Examples of support services include:

Assessment of abilities and interests  
 Career counseling that includes nontraditional careers  
 Child care  
 Classroom modification

- Curriculum modification
- Equipment modification
- Financial assistance
- Flexible scheduling
- Instruction for students whose primary language is not English
- Instructional aids and devices
- Placement services
- Planned program of studies
- Outreach and recruitment
- Supportive personnel
- Transportation based on an identified student need

8. The institution uses information from a variety of sources to determine vocational/technical program/course offerings. For example:

- Advisory council recommendations
- Experience in related business/industry
- Review of professional journals
- Assessment of business/industry current and future needs
- National, state, and local labor market needs analyses
- Student interest
- Education/accreditation standards

9. Vocational and technical education programs are periodically reviewed to reflect current workplace needs. How long ago did this review occur?

|                         | <u>6 Months</u> | <u>18 Months</u> | <u>30 Months</u> |
|-------------------------|-----------------|------------------|------------------|
| Curriculum              | _____           | _____            | _____            |
| Instructional materials | _____           | _____            | _____            |
| Equipment               | _____           | _____            | _____            |

10. Occupational programs incorporate workplace competencies required by current and future employers. Workplace competencies have been interpreted to include:

- Academic competencies relevant to the occupation
- Adapting or coping skills
- Critical thinking, problem solving, and decision-making skills
- New industry-specific technologies
- Teamwork
- Work habits and attitudes

11. Occupational programs are meeting the needs of students who are members of special populations. Examples of how this occurs include:

- Placement rates do not differ significantly from those of students who are not members of special populations



Completion or graduation rates are comparable to the rates of students who are not members of special populations

Competencies acquired in occupational programs are, at a minimum, equal to competencies acquired by students who are not members of special populations.

12. Approximately what percent of all students are classified as economically and/or academically disadvantaged. (Check one)

- 0 to 25
- 26 to 50
- 51 to 75
- 76 to 100

Support services needed to succeed are provided to economically and disadvantaged students. These services include, but are not limited to:

- Career and personal counseling
- Outreach and recruitment
- Support services
- Vocational assessment

\*\*\*\*\*

Thank you for taking time to complete this assessment instrument. An analysis of the findings will be used to develop the goals the state will strive to meet for the remaining two years of the Perkins Act. These goals will become part of the 1994-1996 State Plan. If you have questions about the statements in the assessment, you may call any one of the following individuals.

- |                      |  |
|----------------------|--|
| Dr. Gene Aist        | Arkansas Department of Higher Education<br>324-9300                          |
| Dr. Lowell Hightower | Arkansas Advisory Council for Vocational-<br>Technical Education<br>324-9484 |
| Ms. Helen Leigh      | Vocational and Technical Education Division<br>682-1848                      |
| Ms. Edith Ehrmann    | Vocational and Technical Education Division<br>682-1508                      |

Page 5  
 ARKANSAS OCCUPATIONAL INFORMATION SYSTEM  
 SUPPLY - DEMAND REPORT  
 ARKANSAS STATEWIDE

CLUSTER TITLE: DRAFTING & DESIGN TECHNOLOGY

BASE YEAR: 1990

PROJECTED YEAR: 2005

PUBLISHED: 1993

CLUSTER CODE: 0050

| -DISCIPLINE-<br>TITLE        | CODE       | CURRNT<br>EMPLOY | PROJ.<br>EMPLOY | AVG<br>GROWTH | AVG<br>REPLAC | AVG<br>OPEN | PUBLIC<br>SECOND | PUBLIC<br>POSSEC | PRIVATE<br>POSSEC | COL-<br>LEGE | REHAB | UI-ES<br>APPLIC | MILI<br>TARY | TOTAL<br>SUPPLY |
|------------------------------|------------|------------------|-----------------|---------------|---------------|-------------|------------------|------------------|-------------------|--------------|-------|-----------------|--------------|-----------------|
| DEMAND:                      |            |                  |                 |               |               |             |                  |                  |                   |              |       |                 |              |                 |
| OST ESTIMATORS               | 21902028** | 783              | 1012            | 15            | 9             | 24          |                  |                  |                   |              |       |                 |              |                 |
| MECHANICAL ENGINEERING TECHN | 22511236   | 200              | 240             | 3             | 0             | 3           |                  |                  |                   |              |       |                 |              |                 |
| DRAFTERS                     | 22514239   | 1380             | 1480            | 7             | 50            | 57          |                  |                  |                   |              |       |                 |              |                 |
| ESTIMATORS & DRAFTERS, UTILI | 22517240   | 30               | 20              | -1            | 0             | -1          |                  |                  |                   |              |       |                 |              |                 |
| TOTAL                        |            | 2393             | 2752            | 24            | 59            | 83          |                  |                  |                   |              |       |                 |              |                 |

|                              |             |  |  |  |  |  |     |    |    |    |   |    |   |     |
|------------------------------|-------------|--|--|--|--|--|-----|----|----|----|---|----|---|-----|
| SUPPLY:                      |             |  |  |  |  |  |     |    |    |    |   |    |   |     |
| DRAFTING, GEN.               | 48.0101     |  |  |  |  |  | 38  | 0  | 0  | 0  | 0 | 0  | 0 | 38  |
| ARCHITECTURAL DRAFTING       | 48.0102     |  |  |  |  |  | 38  | 0  | 0  | 0  | 0 | 0  | 0 | 38  |
| MECHANICAL DRAFTING          | 48.0105     |  |  |  |  |  | 33  | 0  | 0  | 0  | 0 | 0  | 0 | 33  |
| DRAFTER MECHANICAL           | 007.281-010 |  |  |  |  |  | 0   | 2  | 0  | 0  | 0 | 0  | 0 | 2   |
| DRAFTER ASSISTANT            | 017.281-018 |  |  |  |  |  | 0   | 1  | 0  | 0  | 0 | 0  | 0 | 1   |
| ARCHITECTURAL ENGIN. TECHNOL | 15.0101     |  |  |  |  |  | 0   | 14 | 0  | 0  | 0 | 0  | 0 | 14  |
| DRAFTING, GEN.               | 48.0101     |  |  |  |  |  | 0   | 31 | 39 | 0  | 0 | 0  | 0 | 70  |
| ENGR. TECH. (MECHANICAL)     | 15.0805     |  |  |  |  |  | 0   | 0  | 0  | 1  | 0 | 0  | 0 | 1   |
| DRAFTING                     | 48.0101     |  |  |  |  |  | 0   | 0  | 0  | 40 | 0 | 0  | 0 | 40  |
| ARCHITECTURE & BLDG. CONSTRU | 48.0102     |  |  |  |  |  | 0   | 0  | 0  | 1  | 0 | 0  | 0 | 1   |
| OST ESTIMATORS               | 21902028    |  |  |  |  |  | 0   | 0  | 0  | 0  | 0 | 2  | 0 | 2   |
| DRAFTERS                     | 22514239    |  |  |  |  |  | 0   | 0  | 0  | 0  | 0 | 48 | 0 | 48  |
| ESTIMATORS & DRAFTERS, UTILI | 22517240    |  |  |  |  |  | 0   | 0  | 0  | 0  | 0 | 1  | 0 | 1   |
| TOTAL                        |             |  |  |  |  |  | 109 | 48 | 39 | 42 | 0 | 51 | 0 | 289 |

TOTAL SUPPLY FOR THIS CLUSTER EXCEEDS AVERAGE OPENINGS BY 206



**DEMAND OCCUPATIONS  
TRAINING LIST**

**STATEWIDE  
AND  
SERVICE DELIVERY AREAS**

**STATE OF ARKANSAS  
EMPLOYMENT SECURITY DEPARTMENT  
EMPLOYMENT AND TRAINING SERVICES**

**November , 1993**

## INTRODUCTION

The basic data used to develop this Demand Occupations Training List are obtained from the Agency's Occupational Supply and Demand Program. Projections of occupational demand covered the years 1990 through 2005 and were derived from the Occupational Employment Statistics Program and matched with available occupational supply. The occupational supply data came from several sources: (1) public secondary schools; (2) public postsecondary (vo-tech) schools; (3) private postsecondary (proprietary) schools; (4) public and private state colleges (associate degree level and below); (5) the Arkansas Rehabilitation Center in Hot Springs; (6) Arkansas unemployment insurance claimants making application for work through the Arkansas Employment Security Department; and (7) military personnel separating from active duty and locating in Arkansas.

To compensate for the possibility that some of the supply of trained, or experienced, persons in a specific occupational category may fail to seek employment for various reasons and/or a portion may leave the State or the labor force, the demand data have been increased twenty-five (25) percent. If the number of workers resulting from these computations exceeds the current supply of workers in an occupation by at least sixteen (16) statewide and six (6) within a service delivery area, that training program is in demand.

The demand lists have been developed primarily for the Employment Security Department's use in determining unemployment insurance claimants' requests for "approved training in demand occupations". If the training is approved and the claimants enroll in the designated training courses, they will be exempt from the work search process during training. The lists also are used to determine eligibility for certain benefits in Trade Adjustment Assistance Act (TAA) training and identifying appropriate occupational areas for JTPA training.

Generally, only courses where training can be completed in two years or less in an Arkansas facility are included in this booklet. Requested training in courses toward obtaining a four year baccalaureate degree, or more, is approvable if the degree can be completed within two years.

Some demand courses on the attached lists may not require detailed or lengthy training and in many cases training can be obtained on the job. We have listed these courses not with the intention of encouraging the development of new or additional courses, but for use by the ESD local office staff in determining unemployment insurance claimants' work search status. Claimants whose current skills are included on the demand occupation list for their respective areas will not be approved for exemption from work search while enrolled in additional training because their current skills are not considered obsolete.

There are possibilities, however, the demand training program lists will be used for purposes other than the above stated uses. Therefore, as a precautionary measure against over-enrollments, some programs have been footnoted as "lower demand programs". The limits used to determine "lower demand programs" are included in the footnotes.

We recommend caution among the public and private vocational schools before creating new courses in lower demand programs. We believe currently existing public and private courses for most of these occupations will adequately satisfy the training needs for new workers.



## STATEWIDE

The following occupations or occupational fields have been determined to be in substantial and recurring demand and should be used in completing form ESD-Ark-533-Request by Claimant for Training Approval.

| CIP CODE | CIP TITLES  |
|----------|---|
| 52.0401  | Administrative Assistants / Secretaries, General                |
| 09.0201  | Advertising Assistants / Technicians                            |
| 01.0401  | Agriculture and Food Products Processing Operators and Mgrs.    |
| 52.0803  | Banking and Financial Support Workers                           |
| 46.0401  | Building / Property, Maintenance and Managers                   |
| 46.0201  | Carpenters  |
| 41.0301  | Chemical Technology / Technicians                               |
| 20.0201  | Child Care and Guidance Workers and Mgrs., General              |
| 20.0301  | Clothing, Apparel and Textile Workers and Managers, General     |
| 12.0505  | Commercial Food Preparation Workers                             |
| 49.0202  | Construction Equipment Operators                                |
| 20.0601  | Custodial, Housekeeping and Home Serv. Wrkrs. and Mgrs., Gen    |
| 20.0604  | Custodians / Caretakers   |
| 20.0305  | Custom Tailors  |
| 51.0601  | Dental Assistants*  |
| 51.0602  | Dental Hygienists   |
| 47.0605  | Diesel Engine Mechanics and Repairers                           |
| 20.0309  | Drycleaners and Launderers, Commercial                          |
| 43.0203  | Fire Science / Firefighters*                                    |
| 08.0601  | Food Products Retailing and Wholesaling Occupations             |
| 12.0301  | Funeral Services and Mortuary Science Technicians               |
| 08.0708  | General Marketing Occupations                                   |
| 52.0408  | General Office / Clerks and Typists                             |
| 08.0706  | General Sales Workers   |
| 47.0201  | Heating, Air Conditioning and Refrigeration Mech. and Repairers |
| 51.1615  | Home Health Aides   |
| 01.0601  | Horticulture Services Operators and Managers, General           |
| 52.0902  | Hotel / Motel and Restaurant Managers                           |
| 14.1701  | Industrial / Manufacturing Engineering Technicians              |
| 52.0205  | Industrial Operating Managers / Supervisors                     |
| 15.0699  | Industrial Production Technology / Technicians, Other           |
| 08.1001  | Insurance Marketing Workers                                     |

## STATEWIDE (Continued)

| CIP CODE | CIP TITLES  |
|----------|---|
| 52.1002  | Labor / Personnel Relations Specialists                         |
| 43.0107  | Law Enforcement / Police Officers                               |
| 48.0501  | Machinists  |
| 12.0506  | Meatcutters   |
| 51.1004  | Medical Laboratory Technicians*                                 |
| 51.0707  | Medical Records Technicians / Technology*                       |
| 51.1614  | Nursing Assistants /Aides                                       |
| 15.0701  | Occupational Safety and Health Technology / Technicians         |
| 52.0204  | Office Supervisors and Managers                                 |
| 51.1801  | Opticianry / Dispensing Opticians                               |
| 15.0607  | Plastics Technology / Technicians                               |
| 48.0599  | Precision Metal Workers, Other                                  |
| 13.1204  | Pre-Elementary / Early Childhood / Kindergarten Teachers        |
| 43.0109  | Security and Loss Prevention Workers                            |
| 44.0701  | Social Workers  |
| 13.1501  | Teacher Assistants / Aides                                      |
| 49.0205  | Truck, Bus and Other Commercial Vehicle Operators               |
| 08.1203  | Vehicle Parts and Accessories Marketing Occupations             |
| 51.0808  | Veterinarian Assistants / Animal Health Technicians*            |
| 12.0507  | Waiters / Waitresses and Dining Room Managers                   |
| 15.0506  | Water Quality and Wastewater Treatment Technology / Technicians |
| 48.0701  | Woodworkers, General  |

\* Lower volume demand is anticipated for training output from these programs. Recommend training institutions use caution when implementing new programs in these classifications. New programs could result in over training. The asterisk indicates the average annual need for trained workers in this category exceeds the average annual supply by at least sixteen but no more than twenty-five.



**CENTRAL ARKANSAS SDA / CITY OF LITTLE ROCK SDA**

**The following occupations or occupational fields have been determined to be in substantial and recurring demand and should be used in completing form ESD-Ark-533-Request by Claimant for Training Approval.**

| <b>CIP CODE</b> | <b>CIP TITLES</b>   |
|-----------------|---|
| 52.0302         | Accounting Technicians  |
| 52.0401         | Administrative Assistants / Secretaries, General              |
| 13.1201         | Adult and Continuing Education Teachers                       |
| 09.0201         | Advertising Assistants / Technicians                          |
| 01.0401         | Agricultural and Food Products Processing Operators           |
| 01.0501         | Agricultural Supplies Retailing and Wholesaling Occupations   |
| 01.0301         | Agriculture Production Workers and Managers, General          |
| 47.0603         | Auto / Automotive Body Repairers                              |
| 47.0604         | Auto / Automotive Mechanics / Technicians                     |
| 52.0803         | Banking and Financial Support Workers                         |
| 46.0401         | Building / Property Maintenance and Managers                  |
| 46.0201         | Carpenters  |
| 41.0301         | Chemical Technology / Technicians                             |
| 20.0201         | Child Care and Guidance Workers and Mgrs., General            |
| 20.0301         | Clothing, Apparel and Textile Workers and Managers, Gen.      |
| 12.0505         | Commercial Food Preparation Workers                           |
| 11.0201         | Computer Programmers  |
| 43.0102         | Correction Officers   |
| 20.0601         | Custodial, Housekeeping and Home Serv. Wrkrs. and Mgrs., Gen. |
| 20.0604         | Custodians / Caretakers                                       |
| 20.0305         | Custom Tailors  |
| 51.0601         | Dental Assistants   |
| 51.0602         | Dental Hygienists   |
| 47.0605         | Diesel Engine Mechanics and Repairers                         |
| 20.0309         | Drycleaners and Launderers, Commercial                        |
| 46.0302         | Electricians  |
| 43.0203         | Fire Science / Firefighters                                   |
| 08.0601         | Food Products Retailing and Wholesaling Occupations           |
| 03.0501         | Foresters   |
| 12.0301         | Funeral Services and Mortuary Science Technicians             |
| 48.0702         | Furniture Designers and Makers                                |
| 52.0408         | General Office / Clerks and Typists                           |
| 08.0706         | General Sales Workers   |
| 50.0402         | Graphic Design, Commercial Artists and Illustrators           |

## CENTRAL ARKANSAS SDA / CITY OF LITTLE ROCK (CONTINUED)

| CIP CODE | CIP TITLES   |
|----------|--|
| 49.0202  | Heavy Equipment Operators                                |
| 08.0901  | Hospitality and Recreational Marketing Occupations       |
| 52.0902  | Hotel / Motel and Restaurant Managers                    |
| 47.0303  | Industrial Machinery Maintenance and Repairers           |
| 14.1701  | Industrial / Manufacturing Engineering Technicians       |
| 08.1001  | Insurance Marketing Workers                              |
| 52.1002  | Labor / Personnel Relations Specialists                  |
| 01.0605  | Landscaping Occupations and Managers                     |
| 43.0107  | Law Enforcement / Police Officers                        |
| 48.0399  | Leatherworkers and Upholsterers                          |
| 03.0405  | Logging / Timber Harvesters                              |
| 48.0501  | Machinists   |
| 46.0101  | Masons and Tile Setters                                  |
| 12.0506  | Meatcutters  |
| 51.1004  | Medical Laboratory Technicians                           |
| 51.0707  | Medical Records Technology / Technicians                 |
| 51.0907  | Medical / Radiologic Technology / Technicians            |
| 48.0599  | Metal Foundry Occupations                                |
| 51.1614  | Nursing Assistants / Aides                               |
| 51.1601  | Nurses (R.N. Training)                                   |
| 15.0701  | Occupational Safety and Health Technology / Technicians  |
| 52.0204  | Office Supervisors and Managers                          |
| 52.0205  | Operations Managers and Supervisors                      |
| 51.1802  | Optical Technicians / Assistants                         |
| 46.0408  | Painters and Wall Coverers                               |
| 50.0605  | Photographers  |
| 15.0607  | Plastics Technology / Technicians                        |
| 46.0501  | Plumbers and Pipefitters                                 |
| 51.1613  | Practical Nurses ( L.P.N. Training)                      |
| 13.1204  | Pre-Elementary / Early Childhood / Kindergarten Teachers |
| 15.0702  | Quality Control Technology / Technicians                 |
| 09.0701  | Radio and Television Broadcasters                        |
| 43.0109  | Security and Loss Prevention Workers                     |



## CENTRAL ARKANSAS SDA / CITY OF LITTLE ROCK (CONTINUED)

| CIP CODE | CIP TITLES  |
|----------|---|
| 48.0506  | Sheet Metal Workers   |
| 47.0606  | Small Engine Mechanics and Repairers*                           |
| 44.0701  | Social Workers  |
| 13.1501  | Teacher Assistants / Aides                                      |
| 13.1320  | Trade and Industrial Education Teachers (Vocational)            |
| 49.0205  | Truck, Bus and Other Commercial Vehicle Operators               |
| 48.0303  | Upholsterers  |
| 08.1203  | Vehicle Parts and Accessories Marketing Occupations             |
| 51.0808  | Veterinarian Assistants / Animal Health Technicians             |
| 12.0507  | Waiters / Waitresses and Dining Room Managers                   |
| 47.0408  | Watch, Clock and Jewelry Repairers                              |
| 15.0506  | Water Quality and Wastewater Treatment Technology / Technicians |
| 48.0508  | Welders / Welding Technologists                                 |
| 48.0701  | Woodworkers, General  |

\* Lower volume demand is anticipated for training output from these programs. Recommend training institutions use caution when implementing new programs in these classifications. New programs could result in over training. The asterisk indicates the average annual need for trained workers in this category exceeds the average annual supply by at least six but no more than fifteen.

GUIDELINES FOR REVIEWING LOCAL APPLICATIONS  
JULY 1, 1994

| <u>REVIEWER</u>                     | <u>ITEMS TO BE REVIEWED</u> | <u>ACCEPTABLE</u>          | <u>NOT ACCEPTABLE</u> | <u>REASON</u> |
|-------------------------------------|-----------------------------|----------------------------|-----------------------|---------------|
| Finance                             | Signatures                  |                            |                       |               |
|                                     | Entitlement                 |                            |                       |               |
|                                     | Assigned Amounts            |                            |                       |               |
|                                     | Assurances                  |                            |                       |               |
|                                     | Certificates                |                            |                       |               |
|                                     | Program Budget              |                            |                       |               |
|                                     | Uses of Funds               |                            |                       |               |
|                                     | Budget Summary              |                            |                       |               |
|                                     | Schedule of Payments        |                            |                       |               |
|                                     | Size, Scope, and Quality    |                            |                       |               |
| Special Populations Program Manager | Special Pops Gate Narrative |                            |                       |               |
|                                     | Description                 |                            |                       |               |
|                                     | Special Pops Determination  |                            |                       |               |
|                                     | Site Priority               |                            |                       |               |
|                                     | Program Priority            |                            |                       |               |
|                                     | Overall                     |                            |                       |               |
|                                     | Organization                |                            |                       |               |
|                                     | Adaptive Equipment          |                            |                       |               |
|                                     | Size, Scope, and Quality    |                            |                       |               |
|                                     | Equity Coordinator          | Non-traditional Enrollment |                       |               |
| Sex Equity Activities               |                             |                            |                       |               |
| Size, Scope, and Quality            |                             |                            |                       |               |



|                            |  |  |  |
|----------------------------|--|--|--|
| Tech Prep Specialists      | Integration of Academics Gate Program Ranking Priorities |  |  |
|                            | Capital Outlay Size, Scope, and Quality                  |  |  |
| Coordinator of Instruction | Entire Application Size, Scope, and Quality              |  |  |

\*\*\*\*\*

Secondary Only

20 percent sample to:

Special Education

Chapter 1

Foreign Language Specialist

\*\*\*\*\*

Postsecondary Only

Associate Director Postsecondary

Higher Education

**PROGRAM DESCRIPTIONS GUIDELINES**  
**JULY 1, 1994**

|  | ACCEPTABLE | NOT<br>ACCEPTABLE | REASON |
|--|------------|-------------------|--------|
| 1. Integration of academic and occupational disciplines          |            |                   |        |
| 2. Use of funds to improve programs                              |            |                   |        |
| 3. Counseling for coherent sequence of courses                   |            |                   |        |
| 4. Counseling to assess the needs of special populations         |            |                   |        |
| 5. Priority determination  |            |                   |        |
| 6. Access for special populations                                |            |                   |        |
| 7. Support services for special populations                      |            |                   |        |
| 8. Consultation with parents and students of special populations |            |                   |        |
| 9. Monitoring special populations                                |            |                   |        |
| 10. Provision of information                                     |            |                   |        |
| 11. Cooperation with sex equity                                  |            |                   |        |



|                                      |  |  |  |
|--------------------------------------|--|--|--|
| 12. Occupational needs determination |  |  |  |
| 13. Coordination with JTPA           |  |  |  |
| 14. Coordination with CBOs           |  |  |  |
| 15. Use of Advisory Committee        |  |  |  |

**SIGNATORY PAGE FOR 1994-1996 LOCAL APPLICATION  
VOCATIONAL AND TECHNICAL EDUCATION DIVISION  
ARKANSAS DEPARTMENT OF EDUCATION  
LITTLE ROCK, ARKANSAS**

LEA/INSTITUTION \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**FOR VOCATIONAL AND TECHNICAL EDUCATION DIVISION USE ONLY**

\_\_\_\_\_  
Special Populations Program Manager

Date: \_\_\_\_\_

\_\_\_\_\_  
State Supervisor, Vocational Equity

Date: \_\_\_\_\_

\_\_\_\_\_  
Program Manager for Appropriate  
Tech Prep Specialty

Date: \_\_\_\_\_

\_\_\_\_\_  
State Coordinator, Special Education  
General Education Division

Date: \_\_\_\_\_

\_\_\_\_\_  
State Coordinator, Chapter 1  
General Education Division

Date: \_\_\_\_\_

\_\_\_\_\_  
State Foreign Language Specialist  
General Education Division

Date: \_\_\_\_\_

\_\_\_\_\_  
Associate Director, Instructional Programs Unit

Date: \_\_\_\_\_

\_\_\_\_\_  
\* Associate Director, Postsecondary Vo-Tech  
Schools

Date: \_\_\_\_\_

\_\_\_\_\_  
\* Director, Department of Higher Education

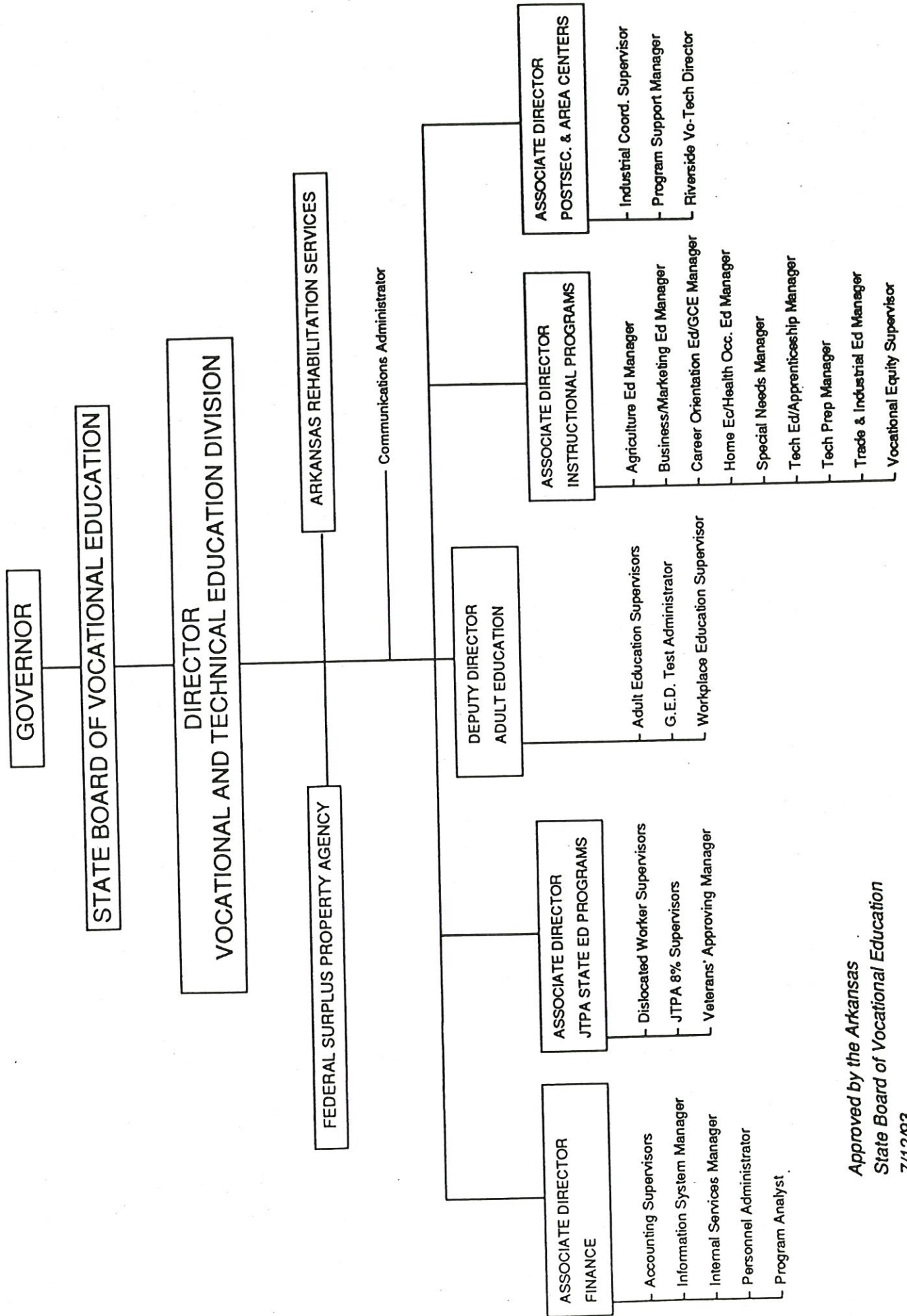
Date: \_\_\_\_\_

\* Postsecondary Institutions Only



# VOCATIONAL AND TECHNICAL EDUCATION DIVISION

Arkansas Department of Education



Approved by the Arkansas  
 State Board of Vocational Education  
 7/12/93

State Board of Vocational Education  
 Staff Responsible for  
 Carl D. Perkins Vocational and Applied Technology Education Act

| <u>Title</u>   | <u>Name</u>  | <u>Phone Number</u>  |
|--|--|--|
| Director   | Lonnie McNatt  | (501) 682-1500   |
| Administrative Services  | Mary Ellen Koettel   | (501) 682-1500   |
| Personnel  | Dianne Farquhar  | (501) 682-1808   |
| Associate Director of Finance  | Charles L. Brown   | (501) 682-1848   |
| Communications<br>Information Systems<br>Program Analyst   | Deborah Germany<br>Paul Cunningham<br>Helen T. Leigh           | (501) 682-1701<br>(501) 682-1948<br>(501) 682-1848                   |
| Associate Director of Vo-Tech Schools  | Don Harlan   | (501) 682-1505   |
| Corrections Education  | Don Harlan   | (501) 682-1505   |
| Associate Director of Instructional Programs   | Jean McEntire  | (501) 682-1040   |
| Agriculture Education<br>Consumer and Home Economics Education<br>Business/Marketing Education<br>Health Occupations | Marion Fletcher<br>Emily Oates<br>Tommie Butler<br>Emily Oates | (501) 682-2561<br>(501) 682-1115<br>(501) 682-1768<br>(501) 682-1115 |



| <u>Title</u>   | <u>Name</u>   | <u>Phone Number</u> |
|--|---------------|---------------------|
| Career Orientation   | Janice Hanlon | (501) 682-1616      |
| Special Populations  | Mary Williams | (501) 682-1800      |
| Technical Education  | Ron Shertzer  | (501) 682-1221      |
| Sex Equity, Single<br>Parent, Displaced<br>Homemaker Program | Edith Ehrmann | (501) 682-1508      |
| Community-Based Organizations                                | Sue Johnson   | (501) 682-1115      |
| Tech Prep (2+2)  | Kim Bradford  | (501) 682-1042      |
|  | Kay Baker     | (501) 682-1768      |
| Integration of Academic and<br>Vocational Education          | Emily Oates   | (501) 682-1115      |

## VITA

Emily Oates  
Program Manager  
Home Economics Education

Education

MSE (major field, Vocational Home Economics Education) - 1970  
University of Central Arkansas, Conway; BS Vocational Home Economics  
Education - 1961

Additional work - University of Arkansas, Fayetteville; (Vocational Home  
Economics Education)

Employment

## Teacher:

Wonderview Public School, Hattieville, Arkansas, 1964-1974  
(Vocational Home Economics, Biology, Physical Education;  
served as supervising teacher for student teachers)

Sacred Heart Parochial School; Morrilton, Arkansas, 1956-1964  
(3rd, 4th grade - English; 5th, 6th grade - all subjects;  
7th, 8th grade - Literature and English;  
High School - Science and Home Economics)

## Administrative:

Vocational and Technical Education Division, Arkansas Department of Education  
Program Manager: Home Economics Education, 1983-present  
Area Supervisor: Vocational Home Economics Education,  
Southwest Arkansas 1974-1979; Northwest Arkansas 1979-1983  
Coordinator: Occupational Home Economics Program in Arkansas, 1979-1983  
State Adviser: Arkansas Home Economics Related Occupations (HERO)  
Association, 1980-1984

Professional Writing

## Contributions to and Technical Assistance with the following:

- 1971. Family Living Guide  
Preparing for the World of Work
- 1972 Meeting the Needs of the Disadvantaged in Home Economics  
Guidelines for Extended Learning Experiences
- 1973 Career Education in the Consumer and Homemaking Curriculum
- 1974 Integrating FHA Into the Classroom
- 1975 Successful Adult Classes in Home Economics Education
- 1976 Housing: A Guide for Home Economics Teachers  
Home Economics for All Students
- 1977 Happiness....is Good Management



## VITA

Emily Oates  
 Program Manager  
 Home Economics Education

- 1978 Happiness....is a Potpourri of Teaching Ideas  
 This and That (Enrichment Activities for Human Development)
- 1979 FHA Handbook, A Chapter Guide
- 1980 Arkansas Home Economics Teachers Handbook  
 HELPS for Teaching Housing
- 1981 Enrichment Materials for Gifted and Talented Students in  
 Home Economics  
 Ideas for the 80's and Beyond in Consumer and Homemaking  
 Programs in Arkansas
- 1982 Scope and Sequence Outline for Comprehensive Home Economics  
 (Revision)
- 1983 Conceptual Outlines for Home Economics Education Courses  
 in Arkansas
- 1984 Course Content Guides for Home Economics Education Courses  
 in Arkansas
- 1985 Personal Living Skills - Curriculum Guide  
 Home Economics I - Curriculum Guide
- 1986 Latch Key Kids
- 1987 KTV - Kitchen Video  
 Suicide Awareness and Prevention: A Program for Life  
 Adolescent Alcohol Awareness and Prevention  
 Perspectives on Entrepreneurship  
 Food Lab Activities  
 TELL - Teens and Elderly, Leading and Learning  
 Arkansas Home Economics Teachers' Handbook  
 Arkansas FHA/HERO Handbook
- 1988 Integrating Basic Skills into Home Economics
- 1989 Arkansas Teacher Education Handbook  
 Other Curriculum Guides and  
 Vocational Student Organization Publications

## Articles for:

Vocational Visitor, a periodical for Arkansas Home Economics Teachers  
 Future Homemaker, a periodical for the vocational student organization,  
 FHA/HERO, in Arkansas  
 These are publications of the Home Economics Section of the Vocational  
 and Technical Division of Arkansas Department of Education.



Form No. VE-PD 212

APPLICATION FOR SETASIDE FUNDS FOR  
CRIMINAL OFFENDERS IN CORRECTIONAL INSTITUTIONS

- 1. \_\_\_\_\_  
LEA Number
- 2. \_\_\_\_\_  
County
- 3. \_\_\_\_\_  
School
- 4. Program Year \_\_\_\_\_
- 5. Amount of Setaside \_\_\_\_\_

The information requested in the following items may be attached to this application.

- 6. List the current program offerings by two-digit CIP code: 01. Agriculture; 07. Business Education; 47. Trade and Industrial.
- 7. Describe any plans for expanding or upgrading the training program including activities funded with state funds.
- 8. Describe the coordination with JTPA or any other activities funded with federal dollars.
- 9. Describe the planned uses of the 1% setaside funds for the current program year.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Authorized Signature

Please complete and return three copies to:

Charles L. Brown  
 Associate Director, Vocational Finance  
 Vocational and Technical Education Division  
 Arkansas Department of Education  
 Three Capitol Mall, Room 408-D  
 Luther S. Hardin Building  
 Little Rock, Arkansas 72203-1083

Approved \_\_\_\_\_  
Date

\_\_\_\_\_  
Associate Director

Approved \_\_\_\_\_  
Date

\_\_\_\_\_  
Accounting Supervisor



OFFICE OF THE GOVERNOR



ARKANSAS ADVISORY COUNCIL  
for  
VOCATIONAL-TECHNICAL EDUCATION

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April 20, 1994

Ms. Helen Leigh, Program Analyst  
Vocational and Technical Education Division  
State Department of Education  
Little Rock, AR 72201

Dear Ms. Leigh:

This letter is in reference to the Advisory Council for Vocational-Technical Education's involvement in the development of the July 1, 1994, through June 30, 1996, State Plan.

A State Council representative met with the Carl Perkins Steering Committee on numerous occasions to discuss the development of the State Plan. Also, during the State Council's regularly scheduled meetings information was reported and discussions took place on issues concerning the State Plan. Further, the State Council was involved in designing and administering the Vocational Education Assessment Survey. The survey results were analyzed, interpreted and discussed by the council members. The interpretation ultimately resulted in four recommendations being made to the State Board of Vocational Education concerning the State Plan.

The State Council members are continuing to review the State Plan and will decide at our May scheduled meeting whether or not to forward a formal review or make comments to the U.S. Secretary of Education. This option is provided to the Council by the Carl D. Perkins Act.

The State Council is supportive of the proposed July 1, 1994, through June 30, 1996, State Plan.

Sincerely,

Lu Hardin  
Chairman  
Arkansas Advisory Council for  
Vocational-Technical Education



**College of the Ouachitas**