



AN ANALYSIS OF ISSUES AND NEEDS FOR THE  
ARKANSAS DEPARTMENT OF WORKFORCE EDUCATION

# A WHITE PAPER



FULFILLING THE ARKANSAS PROMISE



MIKE BEEBE  
GOVERNOR

WILLIAM L. "BILL" WALKER, JR.  
DIRECTOR

# Fulfilling the Arkansas Promise

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Department  
Of Workforce Education

Mike Beebe  
*Governor*

William L. "Bill" Walker, Jr.  
*Director*

Dear friend,

As Arkansans, we face a unique crossroad and the path we take will dramatically affect the future economic success of our state. We live in an age that is as thrilling as it is challenging. It's exciting because of the opportunities, options and breakthroughs that 21<sup>st</sup> century technology provides to so many of us. However, that same technology that makes the future appear so limitless for many has thrown up what may seem to be unmovable barriers for others.

Today, Arkansas's economy is no longer based primarily on agri-industry and main street trade. It is a part of the round-the-clock commerce cycle that goes on around the world. If Arkansas's workforce is not prepared for this 24-hour global economy, we will continue to be left far behind. As technology in the workplace becomes more advanced, the need for high-skilled, high-wage, high-demand workers becomes more necessary. Fortunately, Governor Mike Beebe recognizes this critical and immediate need and is keenly aware that education and economic development go hand in hand.

The Arkansas Department of Workforce Education and its major divisions – Career and Technical Education, Adult Education and Arkansas Rehabilitation Services – are wholly committed to fulfilling what I have termed "The Arkansas Promise." "The Arkansas Promise" is a concept to provide our state with the best trained, best educated and most efficient workforce available while working with business and industry to offer a true assessment of an employee's abilities.

The keys to fulfilling "The Arkansas Promise" are contained in this White Paper. It explains in more detail how the Department of Workforce Education intends to effectively and efficiently prepare Arkansans for the high-skill, high-wage, high-demand careers of the 21<sup>st</sup> century. It explains in more detail our agency's needs, issues and budget requests to keep those we serve competitive in the global economy. It is more than our dreams and our hopes, it is our blueprint. It contains everything we believe necessary to move our agency forward and increase the educational and training levels of the citizens we serve, thereby helping to secure a strong and prosperous economic future for our state.

The Arkansas General Assembly is to be commended for its tireless commitment to educational excellence, but there's still so much more to be done. In today's global economy, it is more crucial than ever to focus the state's resources on preparing our students to make sure they get the best education and training that will result in a great career and an even greater quality of life. I am convinced that with the continued leadership of Governor Beebe, in partnership with the state Legislature, our state will invest more in workforce education so that our citizens can enjoy greater prosperity, health, wealth and wellness.

Through strong leadership, vision, and courage, our agency will promote every avenue and opportunity to raise the bar for those who strive to take their rightful place in our society by assisting them with meaningful career training, technical education and adult education for the 21<sup>st</sup> century. This is our commitment to fulfilling "The Arkansas Promise"!

Sincerely,

A handwritten signature in black ink, appearing to read "Bill Walker", written over a white background.

William L. "Bill" Walker, Jr.  
Director

## INTRODUCTION

The Arkansas Department of Workforce Education (DWE) has the mission of providing leadership and contributing resources to serve the diverse and changing career and educational needs of the youth and adults of Arkansas. Arkansans with disabilities are provided opportunities to work and to lead productive and independent lives through Arkansas Rehabilitation Services (ARS).

As part of the mission, DWE oversees career and technical education programs in the secondary schools, secondary area technical centers, adult and youth apprenticeship programs, three postsecondary technical institutes, ARS, and adult education programs. DWE also works with the Veterans Administration to approve state educational programs for veterans' benefits and oversees the Federal Surplus Property program.

DWE is comprised of three divisions as well as administrative support services. The three divisions are Adult Education, Career and Technical Education, and Arkansas Rehabilitation Services. These divisions provide a comprehensive system of educational programs and services to accomplish the following:

- ✓ to provide both youth and adults the necessary academic and technical skills for entry-level jobs
- ✓ to offer students the options to pursue a wide range of career choices
- ✓ to ensure that workers have the foundation for lifelong learning that will allow them to enhance their existing skills and also to learn new skills in response to the current and future demands of a rapidly changing workplace
- ✓ to assist individuals with disabilities in becoming productive citizens and workers
- ✓ to supply employers with validation of skills through national certifications and licenses

## Arkansas Department of Workforce Education Budget Summary for the 2010-2011 Biennium

	Fiscal Year 2010	Fiscal Year 2011
<b>Adult Education</b>		
Adult Basic Ed., Adult Secondary Ed., and English as a Second Language Program Services	\$ 3,000,000	\$ 6,000,000
Serving Sixteen- and Seventeen-Year-Old Students	\$ 1,861,025	\$ 1,861,025
WAGE and Workplace Programs	\$ 1,721,298	\$ 1,721,298
Adult Education Division Staff Positions <sup>1</sup>	\$ 409,255	\$ 417,440
GED Examiner Training	\$ 50,000	\$ 50,000
<b>Subtotal</b>	<b>\$ 7,041,578</b>	<b>\$10,049,763</b>
<b>Career and Technical Education</b>		
Apprenticeship	\$ 1,000,000	\$ 1,000,000
CTE Equipment	\$16,000,000	\$16,000,000
CTSO Specialists	\$ 305,000	\$ 305,000
CTE Curriculum & Assessment	\$ 350,500	\$ 350,500
Comprehensive College & Career Planning System	\$ 1,000,000	\$ 1,000,000
Secondary Area Career Centers	\$ 7,153,117	\$ 9,027,417
Loan Forgiveness	\$ 2,100,000	\$ 2,100,000
<b>Subtotal</b>	<b>\$27,908,617</b>	<b>\$29,782,917</b>
<b>Arkansas Rehabilitation Services</b>		
New Positions - VR Counselors (20) and Case Service Funds	\$ 4,677,760	\$ 4,794,704
VR 110 (case service enhancement for existing counselors)	\$ 2,250,000	\$ 2,306,250
Independent Living	\$ 300,000	\$ 307,500
New Positions -- Psychological Examiners (2) and Psychologist (1)	\$ 242,757	\$ 248,827
<b>Subtotal</b>	<b>\$ 7,470,517</b>	<b>\$ 7,657,281</b>
<b>Department of Workforce Education</b>		
New Position -- Legal Counsel (1)	\$ 89,275	\$ 91,507
<b>General Revenue Grand Total (New Money)</b>	<b>\$42,509,987</b>	<b>\$47,581,468</b>
<b>Capital Outlay Request</b>		
Hot Springs Rehabilitation Center Facilities	\$ 4,752,690	\$ -0-

<sup>1</sup>See Appendix C

## ADULT EDUCATION DIVISION

### BACKGROUND

Funded by both state and federal government, adult education provides adults with the opportunity to improve reading, writing, mathematics, English language, and employability skills and to earn the Arkansas High School Diploma by passing the General Educational Development (GED) Tests. Since its beginning in 1967, Arkansas's adult education program has been a national leader in many areas:

- ✓ Arkansas was the first state to initiate a teacher-training program in adult education and was a leader in developing teacher certification and graduate degrees in adult education.
- ✓ In the 1980s and 1990s, Arkansas had the nation's highest ratio of full-time to part-time teachers in adult education.
- ✓ Arkansas was one of the first states to develop training for teaching adults with learning disabilities and to provide adult education in the workplace.
- ✓ The Workforce Alliance for Growth in the Economy (WAGE) was honored by the National Alliance of Business as one of the most innovative workplace education programs of the year and has been replicated in other states and used as a workforce education pattern by the U.S. Office of Vocational and Adult Education.
- ✓ Arkansas continues to be one of the few states in the nation to offer the GED Tests free of charge to state residents.

Adult education offers a variety of programs to meet diverse educational needs, ranging from basic academic skills to workplace education. Every adult education teacher holds a state teaching license. All classes are offered free of charge, and flexible scheduling is offered to accommodate students with work and family responsibilities. The following programs are offered:

#### Adult Basic Education

Designed for adult learners functioning below the 9<sup>th</sup>-grade level, Adult Basic Education provides instruction in reading, writing, and math. Individuals are pre-tested with the Test of Adult Basic Education (TABE) to determine their functioning grade level upon entering the program and, upon leaving the program, are post-tested to measure gains in basic educational skills. The program has an individualized mastery-based objective format.

#### General Adult Education/GED Prep

General Adult Education and GED Prep classes offer instruction to adults functioning between the 9<sup>th</sup>- and 12<sup>th</sup>-grade levels. The purpose of these classes is to assist individuals in improving their

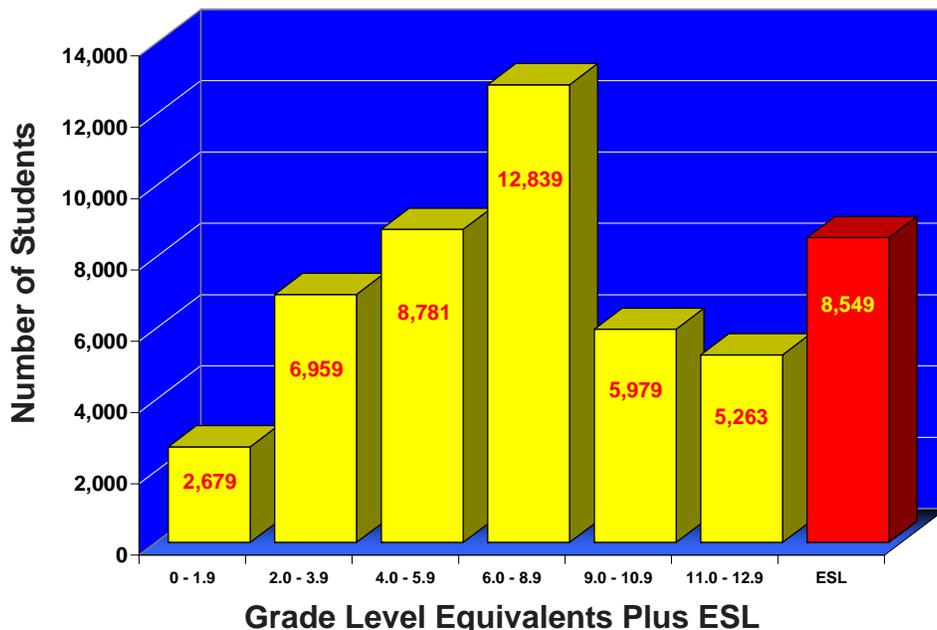
*I would say that without getting my GED, I wouldn't be able to do in what I do in law enforcement. I am now a sergeant with the Farmington Police Department and handle training issues and all aspects related to patrol. When I talk to troubled youngsters, I try to point out to them the path that I was on and encourage them to get their GED. (See additional testimonials in Appendix B on page 42.)*

**Chris Pleimann**

Sergeant/Farmington Police Department  
Farmington



Chart 1  
Number of Students Served 2006-2007



educational skills, preparing for the GED Tests, or preparing for postsecondary standardized entrance exams. Five areas of instruction are provided: writing skills, social studies, science, reading, and mathematics. Individual instruction is based on the student's entry level and needs. Program completion is attained when the individual passes the GED Tests and receives an Arkansas High School Diploma or otherwise reaches his or her personal goal.

#### English as a Second Language (ESL)

ESL classes are provided for adult immigrants who need to learn to speak, read, and write in English. Adults receive instruction in English and in learning how to cope in American society. Beginning, intermediate, and advanced ESL classes are available to immigrants at all levels of proficiency in English. English Literacy and Civics Education classes provide instruction to prepare immigrants for the United States citizenship examination.

#### Workforce Alliance for Growth in the Economy (WAGE)

The program is designed to ensure that unemployed and underemployed Arkansans have the academic skills necessary for success in the workplace. WAGE places business and industry at the center of an effort to redefine basic skills required by today's workplace. WAGE includes 112 basic skills competencies identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) and deemed essential by the nation's and Arkansas's employers. As part of WAGE, educators perform literacy task analyses for participating businesses and industries and use the results to determine what basic skills are necessary for competent job performance, particularly in



*I am chairman of the Pulaski County Workforce Alliance for Growth in the Economy (WAGE) Advisory Committee and general manager of the Crosby Group, Inc. that has been located in Jacksonville for over 40 years. WAGE provides programs to upgrade worker skills and education not only for our present employees but the workforce of generations to come in Arkansas. These programs and others can be adapted to fit your business requirements to make your business more successful.*

**Mike Chandler**, General Manager  
Crosby Group, Inc.

*WAGE Instructor Madeline Gardner and Mike Chandler in the computer lab furnished by Crosby Group, Inc. for onsite classes*

areas that significantly impact production, profit, and safety. WAGE requires more than 50 percent employer participation on local WAGE advisory committees in order for an adult education program to become WAGE-certified. An individual who successfully completes the program earns a state-issued certificate in one or more of three areas: Industrial, Clerical, or Employability.

### Workplace Education

Workplace education classes consist of academic skills classes provided at the worksite; customized classes based upon the results of the literacy task analysis performed for that company; or basic education skills classes such as mathematics, reading, or ESL taught in the context of that workplace.

### Computer Literacy

Computer literacy classes provide an introduction to the operation of the computer; basic computer terminology; and uses and applications, including a brief introduction to word processing, spreadsheets, and database management. Computer literacy classes are provided for students enrolled in adult education programs or workplace classes. Computer literacy is designed to assist enrolled students in becoming literate in the use of technology as a learning tool, not to provide comprehensive training leading to proficiency in specific software programs.

### Family Literacy

These intergenerational programs are designed to improve the educational opportunities of children and adults by integrating their needs into a unified program. These programs include four components: child development activities, basic skills instruction for the adults, parenting and life skills development, and parent/child interaction time. In many cases, adult education works closely with Head Start and Even Start in providing the teacher, the resources, and the expertise for the adult instructional component of the program.

### Correctional Education

Adult education services are provided at local, regional, state, and federal correctional facilities. These services are provided by local adult education programs and also through a grant to the Arkansas Correctional School.

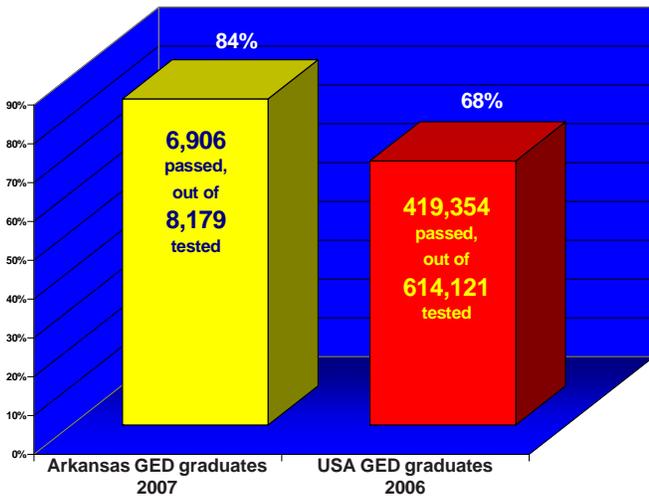
## **STATUS**

The Adult Education Division funds 52 adult education programs serving all 75 counties and 28 literacy councils. Twenty-four adult education programs are administered by the public school systems and 28 by postsecondary educational institutions. The following statistics are from the 2006-2007 program year:

- ✓ 51,049 adults were served (1 or more contact hours), with 31,912 enrolled (at least 12 or more hours of instruction).



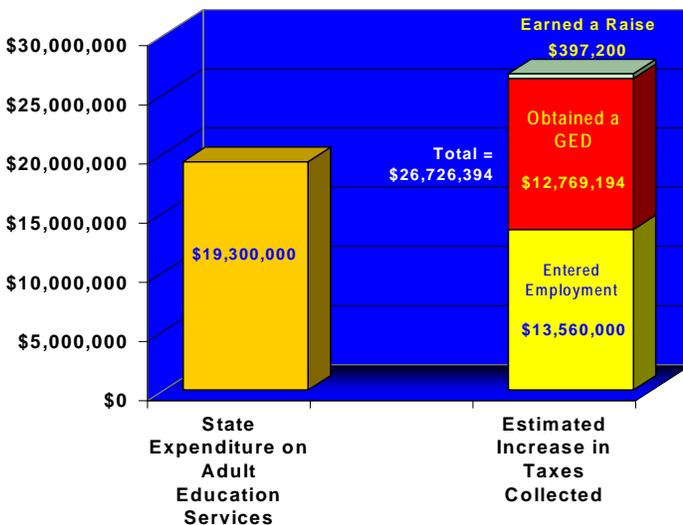
**Chart 2**  
Arkansas GED Pass Rate Compared to National Pass Rate



✓ Arkansas has one of the highest GED pass rates (84 percent) in the country and is one of only a few states to provide the GED Tests at no cost to all residents. In 2007, 6,906 Arkansans received the Arkansas High School Diploma by passing the GED Tests, as illustrated in Chart 2. To put the number of GEDs in perspective, approximately 27,000 students graduate annually from Arkansas high schools.

✓ 2,492 students ages 16 and 17 were served in adult education.  
 ✓ Of the 12,074 students who were unemployed upon entering an adult education program, 5,425 (45 percent) became employed within the first three months after exiting the adult education program.

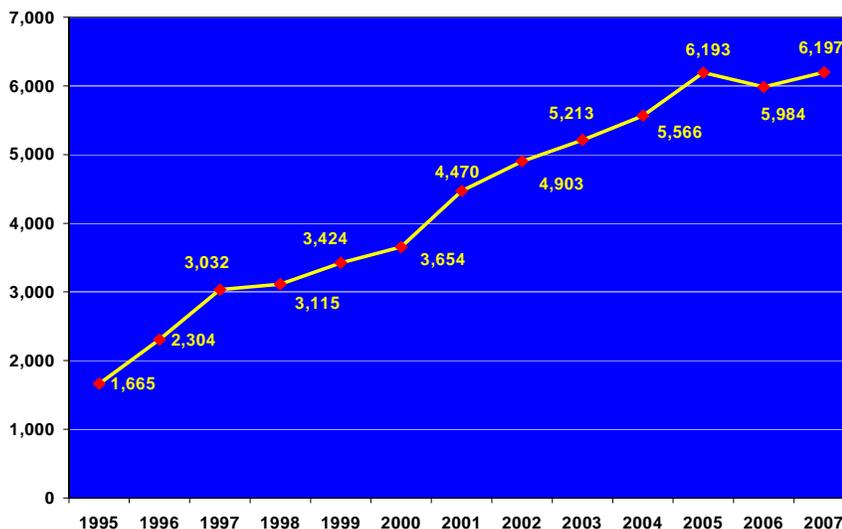
**Chart 3**  
Return on Investment 2006-2007



✓ 1,630 adult education students entered Arkansas postsecondary institutions.

✓ Based on the number of people who become employed, obtain their GEDs, or earn raises, the estimated increase in state taxes paid by these individuals yields a return on investment to the state of 38 percent, or \$1.38 for each state dollar spent. (See Chart 3 and Appendix A on page 41.)

**Chart 4**  
Hispanic Enrollment Trend in Adult Education 1995-2007



✓ 19.4 percent of adult education students are Hispanic. Over the past 12 years, Hispanic enrollment has more than tripled, increasing from 1,948 to 6,200 students, as depicted in Chart 4.

## Adult Basic Education, General Adult Education/GED Prep, and English as a Second Language (ESL)

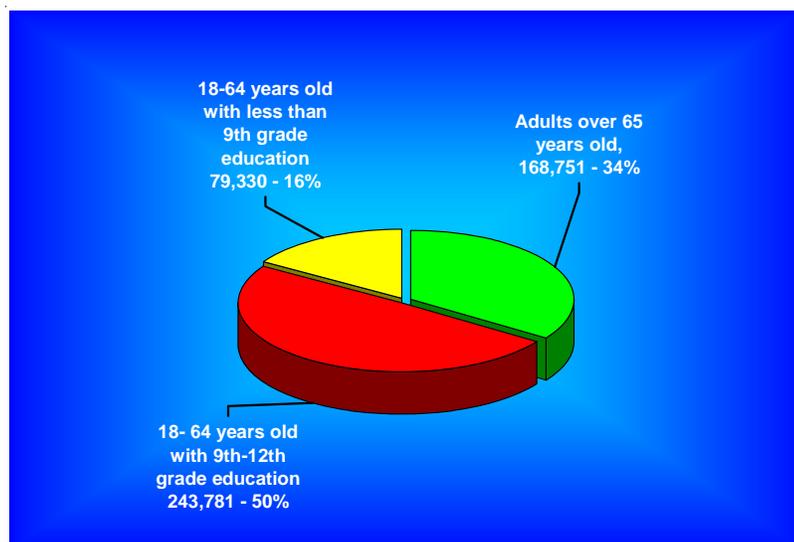
### CHALLENGES

#### *Providing Quality Adult Education Services*

Many adult Arkansans face barriers that keep them from furthering their education. Despite the obvious economic benefits of education, many of the state's working adults still need to advance their educational level, attain their high school diploma by passing the GED Tests, and prepare themselves for jobs of the future which will demand higher levels of skill in reading, writing, and critical thinking. The need for adult education in the state remains great. Chart 5 depicts the following 2000 U.S. Census Facts about Arkansas:

- ✓ 491,862 adult Arkansans do not have a high school diploma.
- ✓ 243,781 working-age Arkansans (age 18-64) have a 9<sup>th</sup>- to 12<sup>th</sup>-grade educational level.
- ✓ 79,330 working-age Arkansans (age 18-64) have less than a 9<sup>th</sup>-grade education.

Chart 5  
*Adult Arkansans with Less than a High School Diploma*



In addition, Arkansas has become home to an increasing number of immigrants who do not speak, read, or write English at a level needed to function effectively in society. These immigrants must acquire a stronger command of the English language if they are to become successful employees, parents, and community members. According to the U.S. Census, the number of Hispanic immigrants to Arkansas increased from 19,876 in 1990 to 86,866 in 2000, representing the third largest percentage of growth in the nation. In 2000, more than 43,000 (nearly 50 percent) of these immigrants spoke English less than "very well." Moreover, the *U.S. Census American Community*

*Survey* (2006) estimates the current Hispanic population in Arkansas to be more than 138,000; many thousands of these immigrants will have to improve their basic English language skills in order to integrate successfully into the workplace.

The majority of funding for adult education comes from the state. There has been no increase in category "A" funding since the 1991-1993 biennium 16 years ago. The \$1.8 million increase recommended in the 2007-2009 biennium was placed in the "B" category. In March 2008, \$828,500 in category "B" was recalled due to a projected revenue shortfall.

If there had been a 3 percent cost-of-living increase each year since 1992, funding today would be \$28,242,825 instead of the current \$19,232,420. The eroding purchasing power that has resulted as funding has not kept pace with the cost of living has led to cuts in services. Local

programs have had to reduce the number of teachers, staff, classes, locations, instructional materials, and equipment. Many satellite locations have been forced to close entirely, meaning that some students with transportation barriers have had to drop out of classes and others have had to travel farther to attend classes.

An additional financial problem occurs each time the Arkansas General Assembly mandates a teacher pay raise (which is often higher than the rate of inflation). Adult education teachers working in the public school systems must be given the raise. However, the legislature does not provide additional adult education funding for these raises, thus resulting in further cuts into adult education services. The adult education programs administered through community colleges and technical institutions are faced with similar dilemmas regarding pay raises. These programs also face cuts in services. Sometimes, in order to save money, these programs replace full-time teachers who leave or retire with part-time teachers, many of whom have other full-time employment and less training in teaching adults. As a result, Arkansas no longer has its 1992 standing of having the highest ratio of full- to part-time teachers in the nation.

In the fall of 2007, a task force began work on a new funding formula for the distribution of state adult education funds. The task force was comprised of legislators and representatives from the governor's office, the legislative council, the Department of Workforce Education, and local adult education program administrators. The task force met over several months and developed a performance-based funding formula modeled after the research reported in "Performance-based Funding in Adult Education," published by the U. S. Department of Education, Office of Vocational and Adult Education. The new formula shifts the focus of program accountability to student contact hours and student achievement in an effort to prepare more adults for the workforce. The impact on programs was evaluated after administration of the formula, and there was a consensus among task force members that the current level of funding is insufficient to allow programs to function with minimal disruptions. The task force members' consensus for funding in FY 2009-2010 was an increase of \$3 million and for FY 2010-2011 was \$6 million.

## **ADDRESSING THE CHALLENGES**

### ***Providing Quality Adult Education Services***

Based on (1) the need for adult education services, (2) the decreasing purchasing power of the current adult education funding level, (3) the positive return on investment for the Arkansas economy, and (4) the implementation of the new performance-based funding formula, the Adult Education Division is requesting an increase in funding to raise the bar in providing educational services for adults age 18 and older. The goal is to increase the number served by 24 percent each year, bringing the number served to 76,495 annually by 2011.

As the number of students served in adult education programs increases, the state will benefit from a better educated workforce made possible by increased numbers of Arkansans who

- ✓ Improve basic academic skills
- ✓ Attain a GED
- ✓ Obtain employment
- ✓ Advance in their careers
- ✓ Enter postsecondary education and training
- ✓ Become naturalized citizens

In fiscal year 2006-2007, the Adult Education Division received \$18,260,920 in state funds and \$5,604,088 in federal grants for a total of \$23,865,008. In that year, 51,049 students were served, for a cost per student of \$467.49.

Based on a per-student cost of \$467.49, the cost of serving 76,495 students annually by 2011 would be \$35,760,920. Since federal funding is predicted to remain level at \$5,500,000, state funding of \$30,260,920 will be needed, as illustrated in Chart 6.

Chart 6

*Cost to Serve 76,495 Adults by 2011*

Total Cost:	\$35,760,920
Federal Grants:	- \$ 5,500,000
State Cost:	\$30,260,920

There are currently 661 adult education teachers in the state, and only 33 percent are full-time. In order to reach the goal of serving 76,495 adults by 2011, local programs need to have a core cadre of full-time administrators, instructors, and support staff; specifically, there is an immediate need to transition part-time teachers to full-time positions.

The following strategies will be used to meet the goal of serving 76,495 students:

- ✓ Increase the number of applied academic classes at worksites
- ✓ Extend program services in hard-to-reach areas where satellite centers have closed
- ✓ Offer year-round access to adult education classes, including summer, night, weekend, and workplace education classes
- ✓ Implement distance education and provide the appropriate technology for teachers to reach students who are not able to access traditional classroom services due to transportation, childcare, and scheduling obstacles
- ✓ Increase collaboration with educational agencies, state agencies, and training institutions in order to prepare students to successfully transition into postsecondary education and training programs and earn vocational certificates, associate's, bachelor's, master's, and/or doctoral degrees
- ✓ Enhance the promotion and outreach at the local program level among students, businesses, and industries by recruiting students through promoting the success of enrolled students and publicizing success stories from business and industry
- ✓ Expand professional development for teachers and administrators

In addition to teacher salaries, there will be increased costs over the two-year period for instructional textbooks, computer hardware and software, testing instruments, equipment, office supplies, facilities, maintenance and operation, and program administration.

Further, to successfully transition to performance-based funding as envisioned by the Adult Education Funding Formula Task Force, additional funds will be needed.

Based on the above funding needs, the agency requests an increase of \$3 million in state funding for each year of the biennium. The agency requests state funding of \$24,260,920 for adult education for the first year of the biennium and an additional \$3 million resulting in \$27,260,920 for the second year of the biennium based on the current average annual cost per student of

\$467.49 plus the implementation cost of the new funding formula. This request reflects the cost of increasing the number of students served by 24 percent each year, bringing the number served to 63,661 in the first year of the biennium and 76,495 in the second year. This request is shown in Chart 7.

Chart 7

*Biennium Request for Adult Education Funding*

Funding for 2007-2008	\$ 20,060,920
Appropriation for 2008-2009	\$ 21,226,102
Budget Request for 2009 - 2010	\$ 24,260,920
Budget Request for 2010 - 2011	\$ 27,260,920

**CHALLENGES*****Serving Sixteen- and Seventeen-Year-Old Students***

According to state law, 16- and 17-year-old students can enroll in adult education classes in certain cases as outlined in Arkansas Code Annotated §§ 6-18-201. In the 2006-2007 program year, 2,492 16- and 17-year-old students were served in adult education programs. The public schools received all or partial payment for most of these students, while adult education received no state funding to provide classes for these younger students. Although it is the mission of the public schools to serve 16- and 17-year-old students, it is probable that these younger individuals will continue to enroll in adult education as an alternative to public school. If these younger students are to be served in adult education programs, additional resources are essential.

**ADDRESSING THE CHALLENGES**

In 2006-2007, a total of 2,492 students ages 16 and 17 were provided 158,520 hours of instruction. The cost of serving these students was \$1,861,025 based upon the \$11.74 average cost per contact hour. Based upon the current enrollment of 2,492, additional funding of \$1,861,025 for each year of the biennium is requested to continue adult education services to this student population, as illustrated in Chart 8.

Chart 8

*Cost to Serve 2,492 Sixteen- and Seventeen-Year-Old Students*

**(\$11.74 average cost per contact hour x 158,520 hours = \$1,861,025)**

Appropriation for 2007-2008	\$ 0
Appropriation for 2008-2009	\$ 0
Budget Request for 2009 - 2010	\$ 1,861,025
Budget Request for 2010 - 2011	\$ 1,861,025

## Workplace Literacy and WAGE

In 2006-2007, 859 WAGE certificates were awarded to Arkansans. Assuming an average salary of \$26,000, these WAGE graduates generated a payroll of \$22,334,000.

### CHALLENGES

In 1992, adult education received \$1 million in set-aside funds to provide workplace academic skills programs to serve businesses and industries in Arkansas. In 2006-2007, adult education partnered with 248 businesses and industries and served 1,841 WAGE students. Although the needs of employers continue to grow in an increasingly high-performance workplace, the amount of funding for workplace programs is not keeping pace. Over the past few years, funds initially designated for workplace education have had to be folded into the total adult education funds distributed by formula to local programs in order to compensate for the effects of inflation. As a result, programs receive no additional funding for workplace academic skills classes or WAGE programs.



*I had worked for a power tool company for 19 years, and they were moving out of the country. I knew that without an education, I would have no hope of getting a good job to support my family. After I got my GED diploma, I completed the WAGE program and earned a WAGE Industrial Certificate. Then I enrolled and completed a one-year course in Industrial Electricity and Electronics. I soon got a job at Paslode in Pocahontas. (See additional testimonials in Appendix B on page 42.)*

**Jackie Galbreath**

Maintenance Dept./Paslode  
Pocahontas

### ADDRESSING THE CHALLENGES

Employers need to be able to turn to adult education and WAGE to provide customized workplace instruction to address the literacy needs and enhance the employability skills of their workers. The Adult Education Division has set a goal of expanding workplace programs to double the number of business and industry partners to 500 and to double the number of students in WAGE programs to 3,682. Assuming an average annual cost of \$467.49 per student, the Adult Education Division requests additional funding of \$1,721,298 for each year of the biennium for WAGE programs, as outlined in Chart 9.



Crosby Group, Inc. General Manager Mike Chandler (right), CNC operators Kevin Mann (center) and John Dobbins with a Cincinnati Milacron CNC machine

Chart 9

Cost to Serve 3,682 WAGE Students

**(\$467.49 per student x 3,682 WAGE students = \$1,721,298)**

Appropriation for 2007-2008	\$ 0
Appropriation for 2008-2009	\$ 0
Budget Request for 2009 - 2010	\$ 1,721,298
Budget Request for 2010 - 2011	\$ 1,721,298

## General Educational Development (GED) Testing

Since 1982, 182,261 GEDs have been awarded to Arkansans. Assuming an average salary of \$26,000, these GED recipients have generated a payroll of \$4,738,786,000.

### STATUS

- ✓ 61 GED testing centers; 102 satellite sites (located in adult education centers, community colleges, school district facilities, and correctional facilities)
- ✓ Approximately 8,000 individuals tested per year
- ✓ Approximately 160 individuals certified to administer the GED Tests

With 160 examiners, Arkansas is in compliance with the GED Testing Service's requirement that each testing center be staffed by one GED chief examiner and at least one alternate examiner. The number of examiners also provides flexibility in scheduling exam times and locations, providing special accommodations to students with disabilities, and serving all areas of the state. The majority of examiners are adult education staff members who perform duties and responsibilities other than instruction. Generally, the costs involved in providing facilities—including storage and testing rooms—are factored into existing adult education budgets with no stand-alone costs.

The current format of the GED Tests is pencil-and-paper, but the GED Testing Service in Washington, DC, is considering computerization of the GED Tests with the new test series scheduled for release January 2012. At this time a determination has not been made as to whether the tests will continue to be paper-based, computer-based, or hybrid, which would combine the two formats. Arkansas orders approximately 700 limited-use test batteries. The cost of testing material (batteries, answer sheets, calculators, etc.) is coordinated at the state level with no expense to the individual centers. Centers are responsible for shipping costs for delivery of tests to the scoring center.

### CHALLENGES

A major challenge facing the Arkansas GED program is to provide mandatory training for GED examiners. This training is required by the GED Testing Service. If Arkansas does not provide this training, the state will not be allowed to administer the GED Tests.

### ADDRESSING THE CHALLENGES

Additional funding is needed to support annual mandatory GED training for experienced examiners and new examiners. Projected cost is approximately \$50,000 for each year of the biennium, as illustrated in Chart 10.

Chart 10

*Cost to Provide Mandatory GED Examiners Training*

Appropriation for 2007-2008	\$ 0
Appropriation for 2008-2009	\$ 0
Budget Request for 2009 - 2010	\$ 50,000
Budget Request for 2010 - 2011	\$ 50,000

## State Administration

### CHALLENGES

In 1988, the state adult education administrative unit was comprised of six public school program advisors, one program director, and two support staff to provide administrative services to 48 local adult education programs. The number of local programs has increased to 80, while the staff has decreased to one director, four program advisors, and two administrative support staff. The growth and responsibility and reduction in staff make it difficult to meet the increased demands by state- and federally mandated requirements regarding course content, funding accountability, data quality, monitoring, supervision, leadership, and onsite technical assistance.

### ADDRESSING THE CHALLENGES

In pursuit of the goal of increasing the number of Arkansans served in adult education programs, the Adult Education Division will be called upon to provide expanded technical assistance and guidance in support of local adult education programs. Therefore, the Adult Education Division will need to increase its staff. The following new positions are requested: associate director of adult education, public school program advisor (3 positions), management project analyst, and administrative assistant (3 positions).

*For additional information, see Appendix C on page 47.*

# CAREER AND TECHNICAL EDUCATION DIVISION

## BACKGROUND

The Career and Technical Education Division provides leadership and contributes resources needed to prepare secondary students for work or postsecondary education by providing specialized training and real-world work experience while reinforcing academic skills and their application in the workplace. Career and technical education (CTE) continues to play an integral role in workforce development as Arkansas, like the rest of the nation, strives to ensure that the workforce will be ready for the challenges of a global economy.

Governor Mike Beebe (2007) noted in a weekly column and radio address that “Arkansas’s long-term economic success in the 21st Century will depend on our ability to create, attract and retain an educated and skilled workforce and to provide an environment that supports innovation, entrepreneurship, and economic growth. Our policies must be closely integrated with education and economic development policies so that they provide a continuum of lifelong learning opportunities and work supports.”

Strong CTE programs are critical to preparing this well-educated and skilled workforce. To ensure that Arkansas’s CTE programs meet this challenge, the Career and Technical Education Division provides the curriculum, equipment standards, inservice training, and requirements for programs of study in 16 nationally recognized career clusters, ranging from Agriculture, Food, and Natural Resources, to Transportation, Distribution, and Logistics. *Arkansas Standards of Accreditation* requires each high school to offer at least three programs of study in three different career clusters. The schools choose which programs to offer based on the needs and interests in their communities, as well as available resources.

In addition to providing oversight of the secondary CTE programs in the public schools, the Career and Technical Education Division administers the youth and adult apprenticeship programs and federal Perkins funds. Perkins funds are designated for the purpose of assisting local educational agencies and community colleges in the development of academic and technical skills of secondary and postsecondary students who enroll in career and technical education programs. State funding through DWE supports new CTE program startups and programs and services for special needs students.

## STATUS

Nationally, CTE programs are leading high school reform efforts as these courses integrate academic and real-world skills. *Arkansas Standards of Accreditation* requires all high school students to have six career focus units in order to graduate. In the 2006-07 school year,

- ✓ 24,363 secondary students enrolled in agriculture science and technology courses.
- ✓ 4,195 secondary students enrolled in art courses.
- ✓ 97,542 secondary students enrolled in business and marketing courses.
- ✓ 50,477 secondary students enrolled in family and consumer sciences courses.
- ✓ 26,366 secondary students enrolled in skilled and technical science courses.
- ✓ 44,018 secondary students enrolled in support courses, including Career Orientation, Workplace Readiness, Internship, and Senior Seminar.

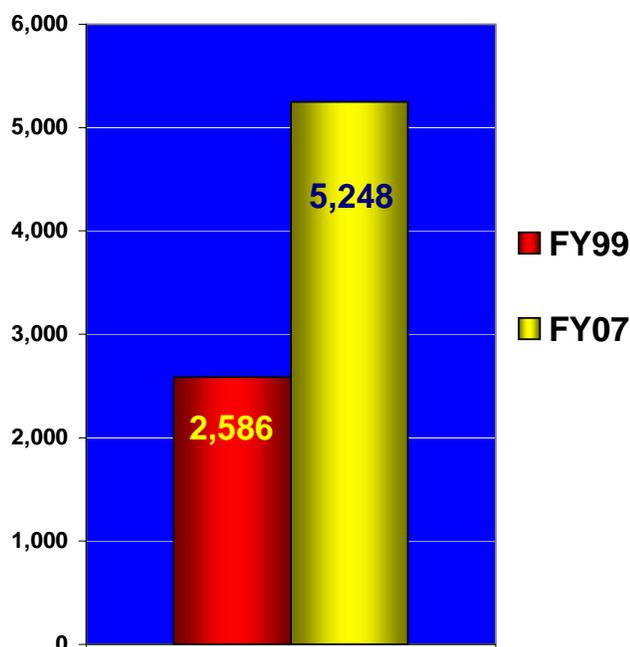
The apprenticeship program is available to both youths and adults. While some apprenticeships are voluntary, state law requires workers in specific trades, such as plumbers and electricians, to complete an approved apprenticeship. In the 2004-2005 school year,

- ✓ 103 secondary and postsecondary schools participated in apprenticeship programs.
- ✓ 1,771 employers participated in apprenticeship programs.
- ✓ 543 high school students enrolled in the youth apprenticeship program.
- ✓ 6,768 adults worked as apprentices.

## 1. Apprenticeship

Chart 11

Number of Apprentices



### CHALLENGES

The purpose of the apprenticeship programs in Arkansas is to systematically train the next generation of skilled crafts practitioners. As Ed Gordon (2005), author of *The 2010 Meltdown: Solving the Impending Jobs Crisis*, notes, “Jobs in occupations that require a technical certificate, degree, or *apprenticeship* [italics added] will increase at a faster rate than all other categories as the technology revolution spreads to even more jobs: computer technicians, lab technicians, airplane mechanics, auto mechanics, electricians, carpenters, electronic machine repairers, and many others” (p. 18). Already, the construction industry, the largest stakeholder of apprenticeship programs, is experiencing shortages of skilled workers, as expressed in the following quote:

A Construction Industry Institute study shows that 75 percent of contractors are experiencing labor shortages and that these shortages are costing contractors and owners time and money. The Business Roundtables Construction Committee found that 25 percent of their members’ projects encountered cost overruns and/or schedule delays caused by a labor shortfall. The Department of Labor estimates that the construction industry needs to attract 240,000 workers each year to replace the aging workforce who are retiring or leaving the industry. The Department of Labor also reports that the current average age of a construction worker is 47 years old and climbing. (Kashiwagi & Massner, 2005, p. 89)

In response to this growing need, the traditional apprenticeship program has shown significant growth, as illustrated in Chart 11. In 1993, funding was established at the current level of \$1,950,000. Currently, the DWE is unable to adequately fund traditional apprenticeship as authorized by Act 684 of 1989. In 1993, there were fewer than 1,000 apprentices; however, for each of the past three years, there have been more than 4,500 apprentices although funding has

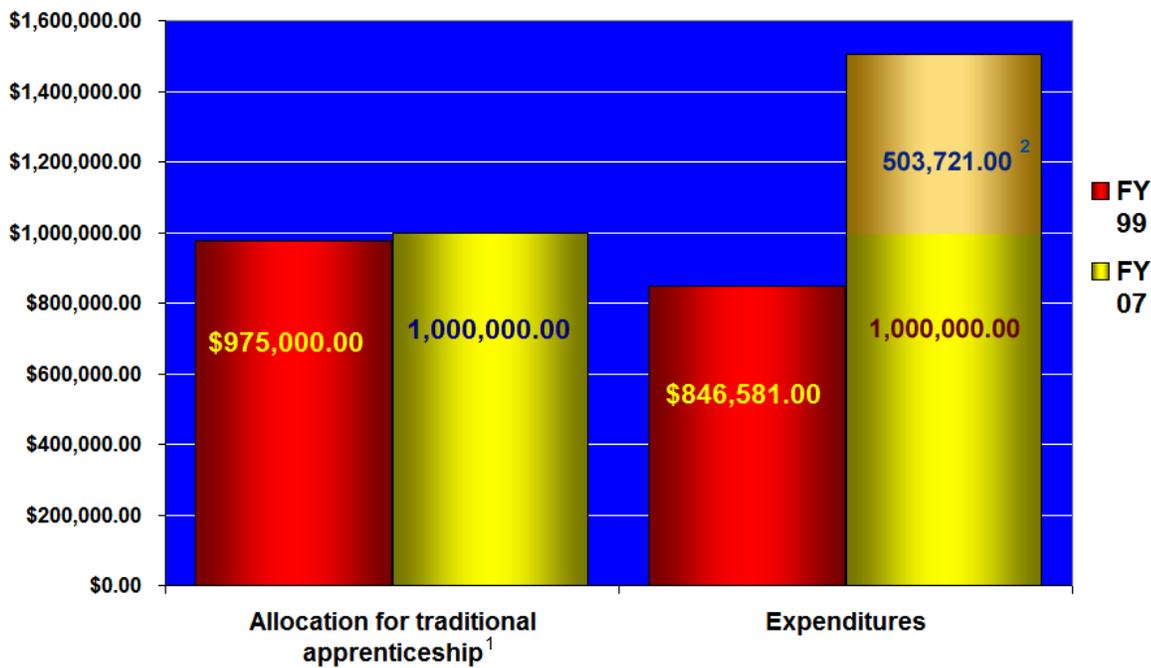
not increased. As a result of this increase in the number of apprentices, apprenticeship programs are struggling to meet the demands of the craft industries.

## ADDRESSING THE CHALLENGES

The adult apprenticeship committees (the Arkansas Apprenticeship Coordination Steering Committee, the State Plumbing Apprenticeship Committee, and the State Electrical Apprenticeship Committee) —as well as the Arkansas Building Trades Council, the Associated General Contractors, the Arkansas Construction Education Foundation, and the Arkansas AFL-CIO — propose that an additional \$1 million for each year of the biennium be appropriated to the DWE, thereby increasing the total apprenticeship program appropriation to \$2,950,000 for each year of the biennium.

Over the past two fiscal years, funding for traditional apprenticeship has been augmented through a redirection of some unutilized youth apprenticeship funds, as noted in Chart 12. Although these redirected funds temporarily eased some of the burden associated with the growth of traditional apprenticeship, it is unlikely that these funds will continue to be available due to anticipated significant growth in youth apprenticeship in fiscal year 2008 and fiscal year 2009. As the number of youth apprenticeship programs increases, the demand for youth apprenticeship funds will also increase, thus reducing or eliminating the availability of unutilized funds that could be redirected to traditional apprenticeship.

Chart 12  
*Apprenticeship Funds and Expenditures*



<sup>1</sup> The term "traditional" refers to adult apprenticeship programs.

<sup>2</sup> The \$503,721 in expenditures above \$1,000,000 allocation was drawn from unused youth apprenticeship funds. This additional amount temporarily eased the funding shortfall, but these funds will not be available in the future due to increased demand for youth apprenticeship programs.

Traditional apprenticeship is a vital link in the development of our capacity to compete in the global economy. Arkansas, like the rest of the nation, must ensure an adequate supply of highly skilled workers to build infrastructure and fill critical vacancies in the crafts and trades. As a recent article in *Construction Bulletin* points out, “The fact is that without skilled labor, without trained professionals in the ‘service industries,’ there won’t be much of a future for any profession. Hospitals, soundstages, courtrooms, TV studios, laboratories, sports arenas, schools, golf courses, churches, or anything else simply can’t exist or continue to exist without a construction industry to put it in place and then keep it up to date” (Sitek, 2007, p. 6).



**Apprentices in the electrical apprenticeship program at the University of Arkansas at Monticello-College of Technology-Crossett perform electrical work on the UAM campus under the direction of a licensed electrician.**

***For more information on apprenticeship, see Appendix E on page 52.***

## 2. CTE Instructional Equipment Replacement

### CHALLENGES

CTE programs in Arkansas high schools, junior high and middle schools, and secondary area technical centers represent an investment by the public schools of more than \$116 million in equipment based on a 2005 study. As with school facilities, instructional equipment falls into a state of critical disrepair if there is no funding for repairs or upgrades. Based on a seven-year equipment lifecycle, the average cost of an annual equipment upgrade exceeds \$16 million statewide.

***We’re using several Windows 95 and Windows 98 computers in my classroom. They need to be upgraded to Windows XP.***

***I have a \$9,000 robotics device running on a \$50 computer. Nothing against my school – I haven’t approached anyone to upgrade the computers and am not complaining. I have a great principal. Just a situation that should be addressed.***

**John Mills**

Exploring Industrial Technology Education  
Lincoln Junior High  
Bentonville



Most local district and center programs were originally funded with state startup funds provided by DWE. Although many of those programs have operated for decades, they have received no state funds to replace and upgrade equipment since the 1999-2000 school year. Federal funds cannot be used for equipment replacement purposes. In the 2007 legislative session, the equipment replacement funding request was \$16 million and was approved at \$10 million, but these funds have not yet been released.

Prior to the 2000-2001 school year, the state provided funds on a limited basis (\$1.2 million annually) to help schools replace broken or out-of-date equipment. Because of state budget concerns, this line item was cut in 2000 and has never been reinstated. Thus, schools are now required to upgrade equipment with local sources of funds (an equity issue), or, in many instances, teachers are required to raise those funds themselves. As a result, the state has an investment of more than \$116 million in outdated or broken instructional equipment, including more than 25,000 computers. Because much of this equipment is decades old, it is not adequate to prepare students for the workplace of the 21<sup>st</sup> century.

The line item funding that was available prior to the 2000-2001 school year was authorized for equipment upgrade and replacement through the biennial appropriation and was distributed to schools districts and secondary area technical centers. These funds were used to upgrade or to replace obsolete equipment. The distribution of these funds was based on each eligible institution's number of full-time equivalent teachers during the previous school year. Documentation of expenditures was submitted to DWE by March 15 of each year, and local districts and secondary area technical centers were given the option of expending the equipment upgrade/replacement funds in a single career focus program of study or course or in multiple CTE programs. Although these funds were limited and provided less than the cost of one computer per teacher, they were the only funds that some CTE programs received for equipment replacement.

***A list of programs of study and the approximate cost of instructional equipment for each is provided in Appendix F on page 55.***

## **ADDRESSING THE CHALLENGES**

It is the agency recommendation that a line item including both appropriation and funding be established in the Public School Fund in the amount of \$16 million for each year of the biennium for equipment upgrade and replacement. This amount would not remedy the equipment need immediately due to the years of limited or no funding. However, on a seven-year cycle, most of the backlog of unreliable and sometimes dangerous equipment would slowly be replaced. This funding should be continuous and sustained to provide the instructional equipment adequate to train the quality current and future workforce that Arkansas employers require and deserve.

*Our students benefit from applying what they learn in the coursework to the hands-on activities in the labs. However, without proper equipment, these lab activities are not possible.*

**Becky Wood**

Family and Consumer Sciences  
Clinton High School

# Career & Technical Education

## Equipment Needs



### 3. Career and Technical Student Organization (CTSO) Specialists

#### CHALLENGES

CTE program managers' and advisors' current schedules allow very little time for making the vital connections with business and industry that are important for ensuring that CTE programs are up-to-date and are preparing students for future careers that do not even exist today. Technology is changing the workplace at an incredible rate. According to former Secretary of Education Richard Riley, the top 10 in-demand jobs we will see in 2010 did not even exist in 2004 (as cited in Davidson, 2007).

Edward Gordon (2005), the internationally recognized expert on the future of labor market development, offers the following assessment:

New technology continues to raise the education bar in every workplace worldwide. Eighty percent of all new jobs created in the United States will be high-skill by 2010, predict the U.S. Departments of Labor and Education. Government figures indicate that 50 percent of these jobs will be technology-centered; Bill Gates places that figure at 70 percent. "The fundamental problem is that long-term, we are not providing enough high-skill, labor-force entrants to meet the demand," says Jerry Jasinowski, president of the National Association of Manufacturers. (p. 45)

The days when a person graduated from high school or college and worked in one occupation his or her entire career are gone. Today's students must be prepared to be lifelong learners and problem-solvers. Career and technical student organizations (CTSOs), through a unique program of career and leadership development, provide students the lifelong learning and problem-solving skills that they will need to be successful in a global economy.

A major challenge facing all the CTOSs in Arkansas is the low percentage of student membership compared to the number of students enrolled in the corresponding CTE programs. Chart 13 illustrates this problem.

Chart 13

*CTSO Membership*

<b>CTE Program Area</b>	<b>Unduplicated Students</b>	<b>Area CTSO Membership</b>	<b>Percentage Membership</b>
Agriculture	24,363	11,653	47.8
Business	97,542	16,913*	17.4
Family & Consumer Sciences	50,477	10,707	21.2
Technical & Professional	26,366	7,873**	29.8
<b>Total</b>	198,748		
* Includes FBLA and DECA			
** Includes SkillsUSA and HOSA			

Research has established the fact that participation in CTSOs has the potential to significantly lower the dropout rate by keeping students engaged and in school. The Alliance for Excellent Education (2007) estimates that each year nearly 10,400 Arkansas students fail to graduate with their peers. What does this dropout rate cost the state? The impact of the dropout rate is sobering:

- ✓ Dropouts from the class of 2006 will cost the state more than \$2.7 billion in lost wages, taxes, and productivity over their lifetimes.
- ✓ If Arkansas's dropouts from the class of 2006 had graduated, the state could save more than \$94 million in Medicaid and other expenditures for uninsured medical care over the course of those young people's lifetimes.
- ✓ If Arkansas's high schools and colleges could raise the graduation rates of Hispanic, African-American, and Native-American students to the levels of white students by 2020, the potential increase in personal income would add more than \$785 million to the state economy.
- ✓ Increasing the graduation rate and college matriculation of male students in Arkansas by only 5 percent could lead to a combined savings and revenue of almost \$77 million each year by reducing crime-related costs. (Alliance for Excellent Education, 2007)

## ADDRESSING THE CHALLENGES

It is the agency recommendation that five new CTSO specialist positions be added. For each year of the biennium, the cost of salary for the five Grade 21 positions would be \$280,000, and the operational costs would be \$25,000, for a total investment of \$305,000 for each of the two years of the biennium. These CTSO specialists would focus on increasing student involvement in the schools, improving student leadership opportunities, and reducing the dropout rate.

Our request for these positions is based upon national research findings that participation in CTSOs increases student success. One such study, conducted by nine researchers from five universities across the country, had as its purpose to determine whether the claims made by supporters of CTSOs were in fact valid. In their study, these researchers found a positive correlation between the amount of CTSO participation and academic motivation, academic engagement, grades, career self-efficacy, college aspirations, and employability skills (Alfeld, Stone, Aragon, Hansen, Zirkle, Connors, Spindler, Romine, & Woo, 2007). There is no question that investing in students today through enhancement of CTSOs will pay off in the future. We cannot afford not to fund a program that has proven a success in keeping students in school.

***For additional information on CTSOs, see Appendix G on page 57.***



**Berryville High School FCCLA members show off their display at the state FCCLA Conference**

## 4. Career and Technical Curriculum and Assessment Operational Support

### CHALLENGES

The Office of Assessment and Curriculum (OAC) is responsible for the development, approval, and maintenance of all Arkansas CTE curriculum and assessment tools. As Arkansas moves into the new millennium, the bar of expectations for student achievement in CTE continues to be raised. High-quality curriculum and assessment tools are needed to ensure that all Arkansas CTE students are provided instruction that meets the highest academic and industry standards so that they will be prepared for direct entry into the workplace or for postsecondary education. Perkins IV legislation requires valid and reliable tools of measurement to assess the level of workplace competency of all CTE students. Additional resources are needed in the area of curriculum and assessment in order to continue and expand the use of industry-validated curricula and end-of-course online assessment to measure student learning, technical skill attainment, and the improvement of CTE classroom instruction.

### ADDRESSING THE CHALLENGES

Designing curricula around state and national standards guarantees Arkansas CTE courses will conform to strict industry expectations. Using established curricula standards, the OAC oversees the creation of industry-specific duty/task lists, extensive item banks, and curriculum-aligned assessments for all CTE courses. Currently the OAC offers more than 30 end-of-course assessments to secondary institutions throughout the state. By 2009, there will be over 60 assessments online, and by 2010, the number of online assessments is expected to exceed 100. This process of continual review ensures accountability of all CTE curriculum and assessment tools and processes. However, as CTE programs continue to grow and change to reflect current technologies, curriculum and assessment needs will also continue to grow, requiring additional funding. Increased funding will first and foremost allow the OAC to develop partnerships in which government and business work together to meet the economic needs of Arkansas. With more resources, industry validation of CTE programs can be ensured, thus bridging the gap between the classroom and the workplace.

It is recommended that additional funding of \$350,500 be provided for each year of the biennium to address the accountability items related to overall CTE program, as outlined in Chart 14.

***For additional information on Career and Technical Education Curriculum and Assessment Operational Support, see Appendix H on page 73.***

Chart 14  
*Curriculum and Assessment Budget Request*

<b>Budget Item</b>	<b>2009-2010 Request</b>	<b>2010-2011 Request</b>
Professional/Industry Curriculum Projects	\$258,000	\$258,000
Professional Development and Teacher Workshops	\$92,500	\$92,500

## 5. Comprehensive Career Guidance System

### CHALLENGES

Career and technical education programs provide career exploration and planning to enhance academic achievement and motivation to learn, to teach generic work and competency skills vital to employment, and to establish pathways for continuing education and lifelong learning. With today's higher unemployment and job turnover rates, the need for improved training and job placement is more critical than ever before.

According to Edward Gordon (2005), author of *The 2010 Meltdown: Solving the Impending Jobs Crisis*, the United States is in a state of "career confusion" (p. 82). Phyllis Eisen, vice president of the Manufacturing Institute, writes, "The K-12 education system is cracking from the lack of career counseling" (as cited in Gordon, p. 85).

Data compiled by the Southern Regional Education Board (SREB) highlights the fact that a historically unprecedented stagnation of progress in educating the population exists today, particularly in the South. If the education levels are not improved by 2020, Southern states, including Arkansas, will face increasing numbers of working adults who have not graduated from high school.

While the United States' system of career guidance has been called "America's broken career machine" (Gordon, 2005, p. 87), Arkansas has been more successful than many other states in career counseling efforts due to the state-mandated career orientation classes and the focus on career action planning (CAP) in the public schools. In the CAP system, teachers act as career counselors in support of the school guidance counselors. With a 450-1 student-counselor ratio, school guidance counselors are so overburdened with the personal and social problems of students that they simply do not have time to provide career counseling. For the past six years, Arkansans of all ages have also had the benefit of a computerized career guidance system provided through the partnership of workforce and education agencies.

Despite Arkansas's successes in providing career counseling services, there is still a need to further enhance the career guidance services for students moving from high school into postsecondary education. Enhanced career guidance services are vital to preparing students for a more successful college experience and career by helping them set and achieve realistic goals and develop the knowledge and skills they will need to succeed. Arkansans of all ages must be provided access to a career guidance system that allows them to

- ✓ Become aware of the need to make an informed career choice
- ✓ Learn about themselves—their interests and abilities
- ✓ Identify their occupational options
- ✓ Research information about options they have identified
- ✓ Decide upon a career area
- ✓ Make appropriate core educational choices
- ✓ Achieve employment

The enhanced career guidance system being proposed has two components: a computer-based college and career planning system and a network of career development facilitators. The establishment of this comprehensive career guidance system will require additional resources.

### ***Computer-Based College and Career Planning System***

For the past five years, thousands of Arkansans have used the Arkansas College and Career Planning System (Kuder) to explore career opportunities and plan for their futures. This system was established with a two-fold mission: (1) to offer Arkansans a free online career planning tool and (2) to provide state agencies with aggregate information to use in planning for workforce training and economic development. But now this valuable resource is in jeopardy, as it was not funded.

Established through a partnership between the Arkansas Two-Year College Association (AATYC) and DWE in 2002, Kuder was funded until July 1, 2007, primarily through General Improvement Funds provided by speakers of the house. Since July 1, 2007, several of the Workforce Cabinet agencies—the Department of Workforce Education, the Department of Education, the Department of Higher Education, and the Department of Workforce Services—have provided funding to continue the Kuder services.

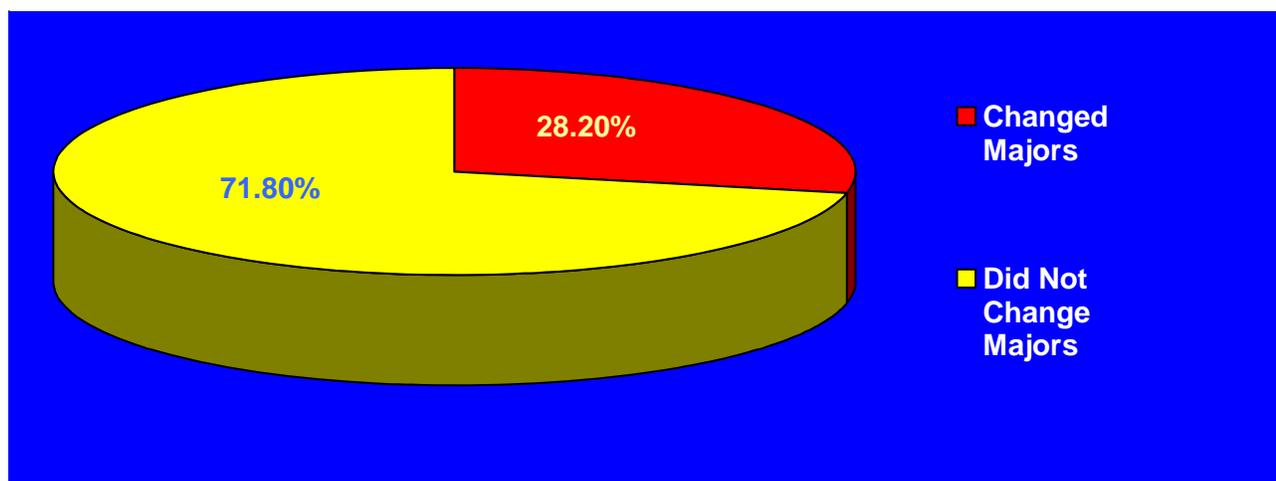
A recently released research study on the results of the Kuder College and Career Planning System assessed the impact of Kuder on students using the system in comparison to those not using the Kuder system. Study results indicate that Kuder benefits students in three main ways: (1) helps them perform better in school; (2) helps them make faster and more accurate career choices that are congruent with their personal characteristics; and (3) hypothetically allows them to progress through postsecondary school faster, as they change majors less often than students not using Kuder, as shown in Chart 15. There is also some evidence suggesting that Kuder facilitates student transition from high school into postsecondary institutions, but more evidence is needed to support this finding. The facts do, however, clearly show that by using Kuder, students are less likely to change college majors, thus saving valuable time and money.

***See Charts 30-35 in Appendix I on page 78 for Arkansas Kuder data.***

Most Arkansas students are introduced to Internet-based college and career planning in the eighth grade and are encouraged to use this resources to explore their career interests and educational opportunities—including colleges, financial aid, and scholarships—that align with their career choices. The system also allows them to build and update their resumes and create and maintain lifelong career portfolios. Additional features of an Internet-based system can include a job interview planning tool that helps prepare first-time job seekers, recent graduates, and those

Chart 15

*Kuder and College Majors*



seeking a career change. In support of the second part of the mission, the system provides a searchable database that can be used to gather individual or aggregate data for economic and educational planning by the state.

### ***Career Development Facilitators***

Students on the brink of moving from high school into postsecondary education or a career are particularly in need of meaningful career guidance that includes one-on-one counseling and assistance. It is a well-documented fact that many students flounder after leaving high school because they received little to no career guidance in school and did not pursue appropriate educational plans for real-world career opportunities. Current research suggests that the presence of career development facilitators (CDFs) in the schools helps combat some of these problems by adding to what is already being done by high school counselors.

A CDF is trained to assist youths and adults with vocational and educational planning. A CDF can also form partnerships with school guidance counselors and other personnel to raise their level of awareness about the benefits of school-to-work preparation for all students. The knowledge shared by CDFs can also play a role in eliminating the outdated stereotyped images of CTE that some educators still hold.

Preliminary data submitted by the Virginia Community College System on the effects of CDFs indicates a positive impact in that state; we would expect to see a similar impact in Arkansas. Data from the Virginia study is as follows:

- ✓ 40 percent of students without college plans now plan to enroll in higher education.
- ✓ Community college enrollment has increased 6.5 percent.
- ✓ Enrollment in engineering technology and information technology programs has increased 19 percent.
- ✓ 60 percent of principals report a stronger relationship with their community colleges.
- ✓ 80 percent of students report satisfaction with their postsecondary plans. ("Plugging the Gap," 2007, p. 3)

The first career development facilitator (CDF) training program was designed and taught by the Career Development Training Institute Staff at Oakland University. Soon after, the National Career Development Association (NCDA) refined and developed a national program to train CDFs for state agencies, public schools, community colleges, and community agencies, as well as college and university career centers.

### ***South Carolina Model Career Development Facilitator Model***

Because of the passage in 2006 of the *Education and Economic Development Act (EEDA)*, which mandates full implementation of Personal Pathways to Success by July 1, 2011, South Carolina leads the nation in the number of certified career specialists in public schools. According to a report released by the South Carolina Department of Education in January 2007, school districts in South Carolina employ 540 certified CDFs, which is more than any other state. Working alongside guidance counselors, CDFs serve the students of middle schools and high schools, as well as regional technical centers. South Carolina's EEDA also stipulates that career awareness and exploration activities must begin well before students arrive on secondary campuses. Students in the first through fifth grades are expected to participate in activities to help them evaluate possible career options.

Other organizations, such as the Academy of Human Resource Development, are also noting that the concept of learning facilitators has gained considerable attention in recent years, as organizations seek to create a foundation that will foster learning and development.

### ***CDF Impact***

It is expected that partnerships between CDFs and other school personnel could dramatically impact some of the more sobering national statistics relating to the transition from high school to postsecondary education or career. Some of these statistics include the following:

- ✓ More than 50 percent of employers could not find qualified applicants for entry-level jobs.
- ✓ 30 percent of college students leave after their first year in college.
- ✓ 30 percent of college students take five or six years to earn their degree.
- ✓ Almost 50 percent of college students never graduate.
- ✓ More than 50 percent of adults are unhappy in their jobs.

Other areas in which it is expected that CDFs could have a positive long-term impact include unemployment and employee turnover. An overview of research relating to these issues is as follows:

#### Unemployment Issues

It is our position that the presence of CDFs in the schools will, over the long term, reduce unemployment rates because students will leave high school better informed about occupational areas and better equipped educationally to pursue their choice of career.

Unemployment rates are at an all-time high in Arkansas as compared to the national average. According to an Arkansas Department of Labor statistical report released in November 2007, the overall unemployment rate in Arkansas is 5.7 percent, which is higher than the national rate of 4.7 percent.

The state unemployment rate is also higher than the national average for minorities—10.8 percent for minorities (compared to the national rate of 8.4 percent), while the state rate for Caucasians is 4.7 percent (compared to the national rate of 4.2 percent).

According to the 2005 *National Association of Manufacturers Skills Gap Report*, 80 percent of respondents are experiencing a shortage of qualified workers, with 13 percent reporting severe shortages and 68 percent reporting moderate shortages. The health care skill gap is also expected to worsen, but CTE is playing a crucial part in preparing the next generation of workers (Reese, 2008).

#### Employee Turnover

It is our position the presence of CDFs in the schools will alleviate some of the problems employers experience with employee turnover. CDFs will assist students by helping them to better understand the workplace environment and to develop the employability skills they will need to acquire in order to be successful and satisfied employees.

Data from the *Texas State Classification Office Electronic Survey* reveals that of Arkansas and the states bordering Arkansas, the employment turnover ratio is highest in Arkansas at 17.3 percent compared to the national average of 13.4 percent. Texas is a close second at 16.6 percent. In fact, according to a NOBSCOT Corporation survey of the nation, *Annual Employment Turnover Rates by Industry and Geographic Region*, the South had the highest turnover rate at 27.7

percent, in comparison to the West at 24.2 percent, the Northeast at 17.2 percent, and the Midwest at 21.5 percent.

Arkansas employers, like employers in other states, often face problems in retaining workers. Employee turnover can occur with younger workers, who enter the workforce with unrealistic expectations, or with more experienced workers, who become disenchanted with their jobs or who find themselves unable to keep pace with the ever-changing demands of the modern high-performance workplace. Realistic guidance by CDFs should address some of these problems.

## **ADDRESSING THE CHALLENGES**

DWE is requesting \$1,000,000 for each year of the biennium to provide a comprehensive college and career planning system to the individuals of all ages, as well as to agencies, school districts, colleges, adult education centers, alternative schools, and one-stops. This funding will not only provide a comprehensive computer-based career guidance system but will allow pilot sites to facilitate the placement of CDFs to facilitate the transition for students from high school to postsecondary education, apprenticeships, or careers. They would also assist GED recipients with the transition to postsecondary education, apprenticeships, or careers and would be trained to assist eligible students in accessing rehabilitation services. The CDF pilot sites will be selected and developed with input from the Workforce Cabinet. Various models will be considered based upon research and review of CDF usage in other states. This proposed CDF project provides a rare opportunity to implement a research-based, proven program that will benefit Arkansans and the state.

## **6. Secondary Area Technical Centers**

### **BACKGROUND**

Sponsored by high schools, education service cooperatives, and two-year colleges, secondary area technical centers offer CTE programs to high school students within a 25-mile radius. Area centers offer programs that are typically expensive to establish and maintain. Because of the cost, many smaller schools cannot afford to offer these programs, thereby limiting their students' access to certain programs. Each center draws students from several high schools, enabling those schools to provide their students access to a variety of programs, including high-cost programs that cannot be offered at the local level. By participating in a secondary area technical center, a local high school can offer six or more additional CTE programs of study at a greatly reduced cost.

Two directives implemented within the past three years sparked an unanticipated increase in demand for area center programs. One of those directives is the state Board of Education requirement that all high school students have six career focus units in order to graduate. The other is the mandatory attendance requirement as defined in Arkansas Code Annotated §§ 6-18-211. Because of the mandatory attendance requirement, all high school students must attend a full day of school, defined as a minimum of 350 minutes of planned instructional time. This requirement can be fulfilled by enrollment in an area center technical program; as a result, the centers have experienced an influx of new students. However, since there has not been a corresponding increase in Vocational Center Aid, the funding amount per full-time equivalent (FTE) has steadily decreased.



**Secondary area centers offer programs such as this computer engineering technology at Metropolitan Career and Technical Center in Little Rock.**

## STATUS

The following statistics are for the 2006-07 school year:

- ✓ 24 area centers are in operation.
- ✓ 177 high schools are sending students to area centers.
- ✓ 8,192 students are enrolled in technical center programs.
- ✓ A total of 36 different programs are available through the area centers. (Not all programs are available at each center.)
- ✓ 3,607 students earned 24,620 credit hours through the college-based technical centers, representing a tuition value of \$1.7 million.

## CHALLENGES

If continued at the current level, funding will not allow for the establishment of centers in unserved areas; thus, the two equity issues described in section A below will not be adequately addressed. Moreover, the current level of funding will not adequately support the secondary area technical centers in the future, leading to the elimination of programs and ultimately to center closures as described in section B.

- A. Currently, there are 24 secondary centers serving 177 high schools, meaning that students in 67 high schools do not have access to a secondary area technical center. Since these students do not have the same opportunities for CTE as other Arkansas students, the state does not meet the equity standard for public education established in the 2001 ruling in the *Lake View* case. Nine additional centers are needed to address this issue.

A second equity issue exists in the opportunity for concurrent credit available to some, but not to all, high school students in the state. DWE has worked with other state agencies and colleges and universities to provide a seamless transition for students moving from high school into postsecondary education. Of the 24 secondary area centers, 15 have established partnerships with postsecondary schools. These partnerships allow students at these 15 centers to earn both college and high school credit for some courses. However, this opportunity is not available to students at 9 of the high-school-based centers. We anticipate that increasing the opportunities for concurrent credit would not only address an equity issue but would also help to alleviate some of the dropout problem. According to a U.S. Department of Education report on student success in college, earning some college credit while in high school is a positive factor for college graduation (Hoover, 2006, p. A1).

- B. Growth in the secondary area technical center system has reached a point at which the increased utilization of programs has created a reduction in the FTE fund level. Without additional funds, the amount per FTE will continue to drop, forcing centers to close programs and eventually forcing the centers themselves to close.

Funding for centers comes from two sources—training fees from the high schools that send students to the centers and Vocational Center Aid, which is distributed by DWE. The funding for the training fees paid by the high schools is part of the public school funding formula. Vocational Center Aid, the primary source of funding for the centers, is distributed through a DWE formula based on each center's pro rata share of the total FTE. Although the number of centers and students in those centers has grown, the level of Vocational Center Aid—approximately \$11.3 million—has not changed significantly since July 2001. In 2007, the 86<sup>th</sup> General Assembly transferred \$8.8 million from the Department of Education to DWE to provide reimbursement to high schools that utilize the services of secondary area technical centers. This \$8.8 million is not new money, but rather is a transfer of funds and spending authority between agencies.

The portion of secondary center funding described in Arkansas Code Annotated §§ 6-20-2305 (2) (A) requires that DWE reimburse high schools for training fees paid to a secondary center the prior year. The amount per FTE is fixed in the law. As a result, as the number of FTEs increases, the reimbursement portion of the total fund increases, thereby reducing the amount that DWE pays to the secondary centers. Thus, over time, the secondary centers receive less and less funding to support their programs. This trend is indicated in Chart 16.

Chart 16  
*Funding History of Secondary Area Technical Centers*



## ADDRESSING THE CHALLENGES

DWE requests appropriation and funding for the secondary area technical centers in the amount of \$27,424,500 for the first year of the biennium and \$29,369,800 for the second year of the biennium. This request includes an increase above the 2007-2008 appropriation of \$7,153,117 for the first year and an increase of \$9,027,417 for the second year. This level of funding is necessary in order to add 5 new centers the first year of the biennium and 4 new centers the second year so that students in areas of the state not currently being served will be provided access to center programs. The increase in funding will also allow for a 5 percent growth in enrollment and will enable the centers to continue offering programs that meet industry standards. This level of funding will enable DWE to provide “pass through” support to the local high schools as mandated in Arkansas Code Annotated §§ 6-20-2305(2)(A), as well as to provide a higher level of direct support to the centers. The budget request is shown in Chart 17. A map of the existing and proposed centers is provided in Chart 18 on page 31.

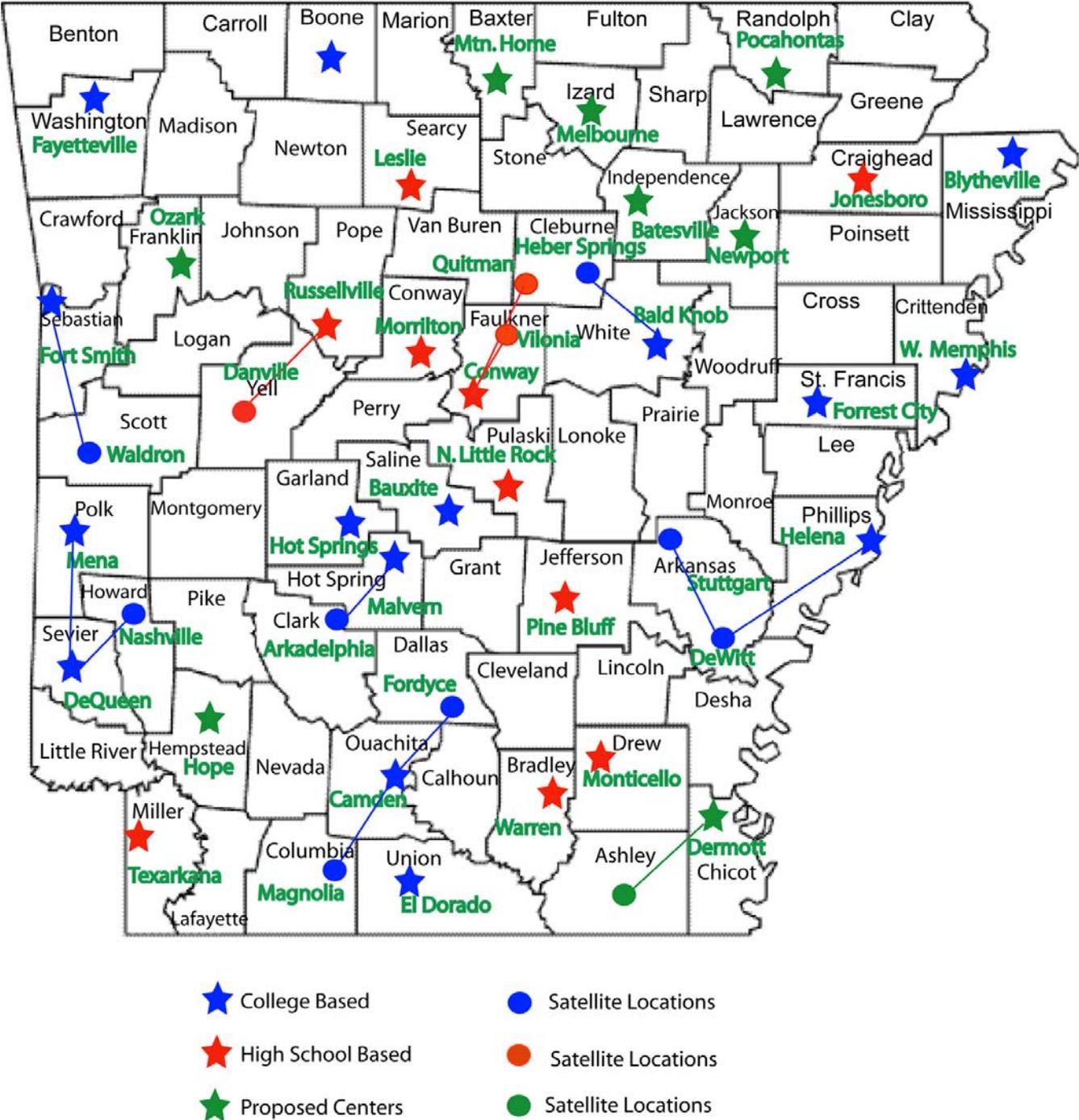
Chart 17

*Budget Request for Secondary Area Technical Centers*

Appropriation for 2007 - 2008	\$ 20,271,383
Appropriation for 2008 - 2009	\$ 20,342,383
Budget Request for 2009 - 2010	\$ 27,424,500
Budget Request for 2010 - 2011	\$ 29,369,800

***For additional information on secondary area technical centers, see Appendix J on page 82.***

Chart 18  
Secondary Area Technical Centers/  
Existing and Proposed Centers



## 7. Arkansas Emerging Technical Careers Student Loan Forgiveness Program

### BACKGROUND

The need for an educated and trained workforce has long been recognized as vital for a strong and productive economy. Because of the broad range of skills and professions required to support the modern technological workplace, many states, including Arkansas, have implemented programs designed to shape the composition of the workforce.

To meet the increasing demand in Arkansas for a workforce qualified in various technical occupations, the Arkansas General Assembly passed Act 652 of 1997, establishing the Arkansas Technical Careers Student Loan Forgiveness Program. Available to both full- and part-time students, the program offers forgiveness of up to \$10,000 in student loans – a maximum of \$2,500 for each academic year of student loans for a maximum eligibility of four years. Following graduation, participants must be employed full-time in Arkansas in a career field related to their program of study to be eligible for loan forgiveness; one year of qualifying employment is required for each year of loans to be forgiven. The loan forgiveness program has benefited both Arkansans and the state. Since the program began in 1999, more than 2,200 loan repayments totaling \$4.8 million have been made on behalf of graduates of high-demand technical fields who choose to work in the state. These graduates generate an annual payroll of approximately \$35 million.

### CHALLENGES

The loan forgiveness program has never been supported from a stable source of funding, unlike the majority of state scholarship programs which are funded through the General Revenue Fund. Since the inception of the loan forgiveness program, we have had to rely on General Improvement allotments or other temporary, short-term appropriations to meet our obligations to program participants. As a result, repayments have had to be suspended several times until emergency funding could be secured. In the last legislative session, there was an appropriation for the program in the Public School Fund, but no funding was provided. As a result, for the current year, the program is being funded from unobligated balances in the Public School Fund. Because of the funding issue, the future of the program is in grave jeopardy, meaning that hundreds of students may not receive the loan repayments they had expected to receive upon meeting their commitment to work in Arkansas in high-demand technical fields.

### ADDRESSING THE CHALLENGES

It is the agency recommendation that the loan forgiveness program be funded through the General Revenue Fund in the amount of \$2.1 million for each year of the biennium. In order to ensure program integrity, the funding should be secure, recurring, and sufficient to cover eligible participants. Because of the uncertainty that has surrounded the program in the past, students may become reluctant to respond to the program's incentives if the past suspensions of repayments continue. It is projected that \$1.7 million will be needed each year of the biennium to meet obligations to current active participants, while \$0.4 million will be needed to allow for growth in the number of participants and to accommodate the addition of new programs of study. It is anticipated that, in support of the state's economic development initiatives, postsecondary institutions will be adding new programs of study to meet the need for trained workers in emerging technologies such as aerospace and biofuels.

***For more information on the loan forgiveness program, see Appendix K on page 85.***

# ARKANSAS REHABILITATION SERVICES DIVISION

## BACKGROUND

To achieve its mission of preparing Arkansans with disabilities to work and lead productive and independent lives, Arkansas Rehabilitation Services (ARS) provides a variety of training and career preparation programs. Services include career and technical education and training, transition from school to work or postsecondary education, on-the-job training, and ancillary support services that clients may need for successful employment. ARS is funded through a federal and state partnership with federal funding from the Rehabilitation Services Administration of the U.S. Department of Education comprising nearly 80 percent of the budget.

## STATUS

Although ARS dates back to the 1920s with the beginning of the federal Vocational Rehabilitation (VR) program, the following statistics illustrate the continued growth in demand for VR services:

- ✓ About 400,000 people with disabilities make Arkansas their home.
- ✓ Arkansas has one of the highest percentages of working-age adults with disabilities in the nation.
- ✓ The unemployment rate among Arkansans with disabilities is historically 60 to 70 percent (consistent with the national average).
- ✓ Each year, ARS serves about 22,000 individuals with disabilities.
- ✓ In fiscal year 2007, Arkansans with disabilities who came to ARS for training had earnings averaging \$85.91 a week. Following training and job placement through ARS, they averaged earnings of \$384.46 a week. Their combined earnings totaled \$46.2 million in their first year of employment after using ARS services and programs.



**A Youth Leadership Forum participant receives help and information.**

***For more information on ARS, see Appendix L on page 86.***

## STRUCTURE

ARS is comprised of the Field Services Program, the Hot Springs Rehabilitation Center, and Special Programs and Services.

### ***Field Services***

ARS field offices are located throughout the state and serve people with severe disabilities in all 75 counties. As mandated by federal legislation, a network of vocational rehabilitation counselors assists individuals with disabilities in accessing services. Upon determining that an individual is eligible for services, the counselor assesses the individual's work potential and functional assets and collaborates with him or her to develop a comprehensive plan of services and ongoing case management leading to successful employment. ARS is actively involved in welfare-to-work and school-to-work initiatives to ensure that Arkansans with disabilities are provided opportunities to prepare for and enter the workforce.

### ***Hot Springs Rehabilitation Center (HSRC)***

The HSRC is a comprehensive rehabilitation center, one of eight in the United States and the only one west of the Mississippi River. A center of excellence, the HSRC is a 24-hour, 7-day-a-week residential facility with the capacity to accommodate up to 320 residential students. The mission of the center is consistent with the agency mission to provide comprehensive Vocational Rehabilitation services to persons with disabilities. The center receives referrals from field counselors in all 75 counties in Arkansas.

The center provides services that include counseling and case management, vocational assessment and evaluation, vocational training, employability skills development, recreation and student living services, behavior enhancement and social skills development, psychological and medical services, job placement, and a myriad of ancillary services designed to prepare students to gain and maintain employment. HSRC serves a large number of students (age 21 and under) transitioning from high school to postsecondary education.

The Arkansas Career Training Institute (ACTI) provides career and technical education in 12 career pathways and 25 vocational programs leading to opportunities for competitive employment. Several programs are pursuing national certification standards. Adult education services are provided to support students in their training area and to assist them in earning the GED credential.

Medical services are available to all ACTI students through the HSRC Hospital. Medical services include physical and occupational therapy, speech/language pathology and dental and pharmacy services. Clinics include orthopedic, amputee, spinal cord, urology and psychiatry services. The hospital is a 28-bed facility with 24-hour nursing care for acute inpatient and vocational attendant care services.

***For more information on the Hot Springs Rehabilitation Center, see Appendix M on page 89.***

## **Special Programs and Support Services**

### Programs That Support Field Services

- ✓ The Rehabilitation Initial Diagnosis and Assessment for Clients (RIDAC) program provides psychological evaluations, general medical assessments, and consultation regarding ARS clients.
- ✓ The Successful Employment through Assistive Technology (SEAT) program assists ARS counselors in working with clients who are in need of assistive technology.
- ✓ The Learning and Evaluation Center (LEC) provides comprehensive psychological/ psycho-educational assessments regarding ARS clients. The program has expertise in providing evaluation, supportive counseling, and case management services for individuals who are deaf/hard of hearing with co-morbid mental health problems.

### Programs That Serve Special Populations

- ✓ Increasing Capabilities Access Network (ICAN) is a federal grant directed to provide assistive technology access, information, and training to Arkansans with disabilities in the areas of community living, education, transition, and employment.
- ✓ The Arkansas Assistive Technology Alternative Financing Program (AFP) provides

Arkansans with disabilities access to extended-term, below-market-rate loans for the purchase of assistive technology.

- ✓ The Supported Housing Office (SHO) provides referral information, targeted research, and consultation on the development of affordable housing for individuals with disabilities.
- ✓ The Governor's Commission on People with Disabilities (GCPD) identifies systemic issues that impact the lives of Arkansans with disabilities and makes recommendations to the governor regarding possible remedies. The GCPD also has a scholarship program for Arkansans with disabilities and, in partnership with ARS, sponsors a Youth Leadership Forum. Commission members are appointed by the governor.
- ✓ The recently instituted Arkansas Leadership for Minorities with Disabilities (ALMD) program is designed to develop and enhance community leadership and advocacy skills for minorities with disabilities
- ✓ The Disability Management/Return-to-Work (DM/RTW) program is designed to assist employers in reducing the costs of health issues and disability in the workplace. Most recent efforts have been directed at reducing workers' compensation costs in state government through the implementation of early return-to-work programs.
- ✓ The Arkansas Kidney Disease Commission (AKDC) provides payment for a limited number of prescription drugs each month and pre-transplant dental services to Arkansans who are on kidney dialysis or have received kidney transplants.

## FUNDING

ARS is funded primarily through the U.S. Department of Education, Office of Special Education and Rehabilitation Services (OSERS). Federal funding for the VR program is 78.7 percent with a state match of 21.3 percent as prescribed by federal law. State revenues are provided in the biennial budget process to support the Arkansas Kidney Disease Commission and the Community Rehabilitation Program. The ARS 2008 operational budget is outlined in Chart 19.

Chart 19

*Arkansas Rehabilitation Services  
Operational Budget 2008*

	<b>Cash Fund</b>	<b>Treasury Funds</b>	<b>Total</b>
Federal Revenues		40,234,597.00	40,234,597.00
State Revenues		12,613,687.00	12,613,687.00
Other Revenues	593,400.00	1,368,200.00	1,961,600.00
Special Revenues		488,083.00	488,083.00
Revolving Loan Fund			
<b>Total Revenues</b>	<b>593,400.00</b>	<b>54,704,567.00</b>	<b>55,297,967.00</b>

The enabling legislation and primary funding source for ARS is the Workforce Investment Act of 1998. Reauthorization of this act is pending in Congress at this time, and although the prospects of reauthorization are positive, it is not certain that the funding level will be increased. Currently the agency is operating on funding based on a continuing appropriation from the federal Rehabilitation Services Administration. Chart 20 presents a summary of funding for the next biennium.

Chart 20

*ARS Funding Summary*

#### **SFY 2010**

	<b>Base</b>	<b>Gen.Rev.</b>	<b>Special</b>	<b>Federal</b>	<b>Cash</b>	<b>Total</b>
<b>Gen. Rev.</b>	12,613,687	7,470,517				20,084,204
<b>Federal</b>	45,169,673			864,614		46,034,287
<b>Special</b>	447,439		25,025			472,464
<b>Cash</b>	618,400				258,000	876,400
	<b>58,849,199</b>	<b>7,470,517</b>	<b>25,025</b>	<b>864,614</b>	<b>258,000</b>	<b>67,467,355</b>

#### **SFY 2011**

	<b>Base</b>	<b>Gen.Rev.</b>	<b>Special</b>	<b>Federal</b>	<b>Cash</b>	<b>Total</b>
<b>Gen. Rev.</b>	12,613,687	7,657,281				20,270,968
<b>Federal</b>	45,169,673			908,385		46,078,058
<b>Special</b>	447,439		25,025			472,464
<b>Cash</b>	618,400			270,000		888,400
	<b>58,849,199</b>	<b>7,657,281</b>	<b>25,025</b>	<b>908,385</b>	<b>270,000</b>	<b>67,709,890</b>

### **CHALLENGES**

ARS faces three major challenges: adequate funding to provide services for all eligible Arkansans, renovation of the Hot Springs Rehabilitation Center (HSRC), and recruitment and retention of certified professionals in the disciplines of rehabilitation counseling, career and technical education, and occupational and physical therapy.

- A. When funds are not available to serve all persons who may be eligible for services, federal regulations require ARS to serve those individuals with the most severe disabilities first. Over the past several years, ARS has received only basic cost-of-living increases in state and federal funds, but the cost of services has increased much more rapidly. As a result, the demand for services significantly exceeds the resources available. Because of limited federal funding, ARS has had to restrict its services to primarily those individuals classified as severely disabled. This group of clients requires more comprehensive services over a longer period of time and at a greater cost, further limiting the amount of funding available to address the needs of Arkansans with less severe disabilities. The Workforce Investment Act, ARS's primary funding source, is pending in Congress. If funding is not increased in

the reauthorization, the state may have to contribute more funds to this program to ensure that all Arkansans with disabilities get the help they need to become productive citizens.

- B. The buildings at HSRC date back to the 1930s. Maintenance of these buildings continues to present major challenges. HSRC annually submits capital improvement requests; however, the requests have been funded on only a limited basis. There is an ongoing need for state appropriations if the center is to continue making necessary repairs. Currently, \$4.7 million is needed for repairs and improvements to the infrastructure. During the last legislative session, \$500,000 in General Improvement funds was approved for HSRC, and the request for release of these funds was submitted to the governor's office.



HSRC was placed on the National Register of Historic Places in 2006. This designation may provide some opportunities for grant



funding in the future. However, HSRC continues to use a portion of its annual budget for maintenance and selected repairs. Additional funds are essential for the future sustainability of buildings and grounds.



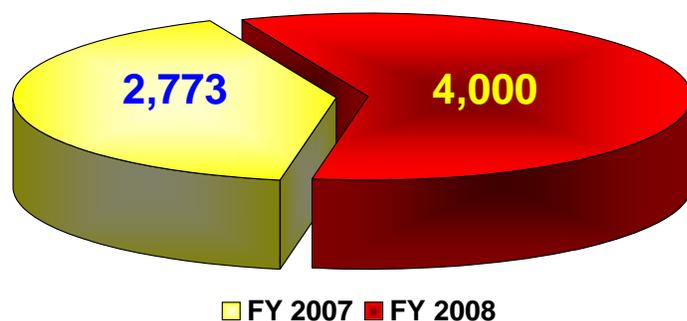
- C. To accomplish its mission, ARS hires staff with expertise in a variety of medical and psychological disciplines, rehabilitation counseling, and career and technical education. Recruitment and retention of highly qualified personnel in these areas is difficult because of competition from the private sector. To address this issue, ARS proposes to upgrade or reclassify positions for psychological examiners, psychologists, occupational and physical therapists, and other medical specialists.

## ADDRESSING THE CHALLENGES

The 2007 federal review by the Rehabilitation Services Administration (RSA) noted that state agencies should increase their focus on serving transition-age students (ages 16-21) and eligible individuals with developmental disabilities or mental illness. ARS has initiated a proactive approach to increasing services to these groups but will need additional resources to make significant inroads.

Chart 21

Comparison of the number of transition-age individuals served in FY 2007 to the number that could be served with additional eight (8) counselors in FY 2008



### **Transition Services**

A recent study by the ARS transition director indicates that ARS counselors with maximum caseloads served 2,773 high school students in 2007 (14 percent of the eligible population). With an additional 8 transition counselors, each managing an average caseload of 125 students, ARS can increase services to almost 4,000 students annually (19 percent of the eligible population), as depicted in Chart 21. These eight positions are reflected in 20 new counselor positions requested in Chart 22 on page 39.

### **Services to Individuals with Developmental Disabilities or Mental Illness**

Using the existing network of service providers such as the Developmental Disabilities Services and the Behavioral Health Sciences divisions of the Arkansas Department of Human Services, ARS counselors annually serve fewer than 3,000 individuals identified as developmentally disabled or mentally ill, primarily because of limited resources. With an additional 12 counselors, ARS can strengthen these partnerships and increase the number of individuals served to 4,300 annually. These 12 positions are reflected in the 20 new counselor positions requested in Chart 22 on page 39.

### **Vocational Rehabilitation Services**

State rehabilitation agencies are required under the Rehabilitation Act of 1973 to provide a coordinated set of activities designed to help persons with physical or mental impairments prepare for and achieve gainful employment. These activities are designed to meet RSA standards and indicators of achievement and are outcome-oriented in collaboration with other agencies such as the Arkansas departments of Education and Higher Education, local workforce centers, and local school districts. These activities can consist of postsecondary education, vocational training, integrated employment, continuing employment, continuing and adult education, adult services, and independent living.

ARS is also expected to increase the number of individuals served with developmental disabilities or mental illness. There are 85 VR counselors serving 18,000 - 20,000 clients annually. With average caseloads of close to 200 cases, these counselors are overburdened. According to the recommendation in the RSA onsite review of 2007, the ideal caseload for ARS counselors is 100 to 125 cases. Although the agency did serve 3,825 transition students between the ages of 15 and 21, this number represents only a fraction of the number of individuals projected to need rehabilitation and transition support services. Due to the workload and limited funding, only a fraction of other eligible populations can be served.

### **Recruitment of Medical and Psychological Professionals**

The agency mission requires several areas of expertise within the medical and psychological disciplines of professional services. Recruitment and retention of highly qualified personnel in these areas is difficult because of competition from the private sector. The agency needs flexibility in working with the state Office of Personnel Management and the Legislative Council for upgrades or reclassifications of psychological examiners, psychologists, occupational and physical therapists, and other medical specialists.

**Telecommunication Access Program (TAP)**

ARS provides administrative oversight and staff for the Telecommunication Access Program (TAP). The program is funded through a surcharge on local access lines. ARS will pursue amendments to Act 501 of 1995 to obtain flexibility to address increasing costs of travel and marketing and to utilize the funds for personnel costs.

**Management Information System**

The technology sections of Special Programs, SEAT, TAP, and Increasing Capabilities Access Network (ICAN) are requesting additional funds to design and implement a management information system. The projected cost is \$450,000.

**Budget Request**

With the addition of 20 new counselors and case service funds and 2 psychological examiners, ARS can reduce caseloads as well as enhance services for those persons with the most significant disabilities. One psychologist is also being requested to provide the in-depth clinical and neuropsychological assessments required for the development of clients' plans of services. This request is reflected in Chart 22.

Chart 22

*Field Program Budget Request*

*(20 New Vocational Rehabilitation Counselor Positions)*

	SFY 2010	SFY 2011
Counselors Salary & Fringe	951,760	975,554
Operational Costs	126,000	129,150
Case Service	3,600,000	3,690,000
	4,677,760	4,794,704

**Vocational Rehabilitation Program**

VR 110	2,250,000	2,306,250
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<b>Total Field Program</b>	<b>6,927,760</b>	<b>7,100,954</b>
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<b>Independent Living (Title VII)</b>	<b>300,000</b>	<b>307,500</b>
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**Special Programs**

*(2 Psych Examiners and 1 Psychologist)*

Salary & Fringe	223,857	229,454
Operational Costs	18,900	19,373
Case Service	--	--
Total New Counselor Costs	242,757	248,827

<b>Total Request</b>	<b>7,470,517</b>	<b>7,657,281</b>
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<b>Total Position Request</b>	<b>23</b>	<b>23</b>
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## **Agency Need for In-House General Counsel**

The growing complexity of state agency operations has highlighted the need for DWE to add a position of in-house general counsel. DWE currently administers an extensive array of direct social services to persons with disabilities, as well as provides monitoring and technical assistance to the state's publicly funded career and technical education and adult education programs. Over the past year, one of the agency's goals has been to more closely integrate the three divisions—Adult Education, Career and Technical Education, and Arkansas Rehabilitation Services (ARS). This effort has streamlined the agency and greatly enhanced the delivery of services, and it has also increased the need for time-sensitive legal guidance, which is best provided through an in-house counsel such as other state agencies employ.

The in-house counsel will assist senior management with complex legal and policy issues. The agency is increasingly required to examine and make policy determinations on matters associated with employment law, hospital administration, freedom of information and press inquiries, disability civil rights and accommodation law, federal and state regulatory interpretation, rulemaking and promulgation, audit and generally accepted accounting principles (GAAP), property acquisition and dissolution, and others. The general counsel would be charged with ensuring that DWE's policy and decision-making processes meet the standard of administrative and legal requirements as set forth in statute.

The Department of Education currently employs a grade 99 litigation attorney. DWE requests a similar position, as the scope and responsibilities of the position will be substantially the same for DWE as for the Department of Education. The salary requested for this position is \$89,275 for the first year of the biennium and \$91,507 for the second year.

## Appendix A Adult Education Return on Investment

*Based on Arkansas adult education 2006-2007 student enrollment*

✓ **Unemployed students who gained employment in the first quarter after exiting adult education**

5,424 adult education students<sup>1</sup>  
 5,424 x 2,000 hours worked per year = 10,848,000 hours  
 10,848,000 hours x \$6.25 minimum wage = \$67,800,000  
 \$67,800,000 x 20 percent estimated taxes paid = **\$13,560,000 state tax revenue**

✓ **Employed students who retained employment or obtained a better job in the third quarter after exiting adult education**

1,986 adult education students<sup>1</sup>  
 1,986 x 2000 hours worked per year = 3,972,000 hours  
 3,972,000 hours x \$ .50 per hour increase = \$1,986,000  
 \$1,986,000 x 20 percent estimated taxes paid = **\$397,200 state tax revenue**

✓ **Students who earned the GED diploma**

6,906 adult education students  
 6,906 x \$9,245 added annual income with GED diploma = \$63,845,970  
 \$63,845,970 x 20 percent estimated taxes paid = **\$12,769,194 state tax revenue**

<b>\$13,560,000</b>	
<b>+ 397,200</b>	
<b>+ 12,769,194</b>	
<b>\$26,726,394</b>	<b>Total state tax revenue paid by students</b>
<b>- \$19,300,000</b>	Adult education state funding (2006-2007)
<b>\$7,426,000 (38 percent)</b>	<b>RETURN ON INVESTMENT <sup>2</sup></b>



*Everyone has different reasons why they didn't finish high school or should I say traditional high school. To be honest, at first I was embarrassed that I didn't graduate with my friends but when I think back to taking that test, it was not easy. Without it, I would never have had the opportunity to apply for a state job and hold it for almost eleven years. When I earned my GED, it gave me a great feeling of accomplishment. Thank you for giving young people like me a second chance.*

**Tanya Collins**

Grievance Officer/Jefferson Co. Jail/Correctional Facility  
Pine Bluff, AR

### Data sources

<sup>1</sup> Data match between the Arkansas Department of Workforce Education and Arkansas Department of Workforce Services

<sup>2</sup> ROI calculations source: National Council of State Directors of Adult Education (www.ncsdae.org)

## Appendix B Adult Education Testimonials

*It shocked me to know how many dropped out in the 11<sup>th</sup> and 12<sup>th</sup> grades. They could come back and dedicate themselves, and it's amazing how many could get high school diplomas. Anyone that doesn't have a high school diploma is missing something if they don't take advantage of this program. Here there are people who will help you and work with you four and a half days a week. It was a challenge, but if I can do it, anyone can do it. I'm excited. I've visited with people about it. I'm excited because if you look at the differences of incomes of high school and grade school, it's phenomenal. It can improve family life and morale, and that's important.*

Hubert Brodell  
Former Mayor of Jonesboro

*I believe in the power of education so deeply that I have spent at least \$150,000 of my own money to help educate and empower members of Little Rock's African American community. I earned my GED as a 29-year-old widow with seven children. I went on to earn a bachelor's degree, a master's degree, and achieved a Ed.D. in education from the University of Arkansas by attending classes at night while working during the day to support my family. I started the Dr. Emma Kelly Rhodes Education and Multipurpose Center in 2000 for inner-city communities and individuals most in need. The center provides adult education, GED classes, refresher courses for adult graduates, computer literacy classes, life-skills training and conversational Spanish classes. I'm going to teach adult education even if nobody pays me. All expenses are on me. I've never received a dime. I'll be paying teachers out of my own pocket as long as possible. Education breaks the cycle of crime and poverty. These are people who need jobs. Just because you didn't finish formal training doesn't mean you can't be educated. I dropped out. I'm an example of what can be done. We have to have a reason to be proud of ourselves.*

Dr. Emma Rhodes  
Arkansas GED Administrator (Retired)

*The WAGE program is an excellent program for people who need to improve skills to get a job. I have worked with the program for at least seven years and believe it to be a wonderful opportunity for the people of the River Valley.*

Pat Pyle  
Administrator  
Yell County Department of Human Services

*The WAGE program provides an excellent means for adults to complete their education and gain skills to become much more prepared to enter the workforce.*

Jeff Pipkin  
President  
Russellville Chamber of Commerce

*The Conway Adult Education Center provides a great service to Faulkner County. Many of our associates have taken advantage of the GED program. One of our associates has proven that education has no age limit. She has gotten her GED and now is enrolled in Pulaski Technical College in business management. She said that education gives her a sense of pride and accomplishment. It also sets a great example for her kids to stay in school and not give up.*

Joe Austin  
Manager  
Wal-Mart Super Center #2575

*Many people I have worked with couldn't even read a measuring tape. You have to know what you're doing to pass the WAGE test. Just because you say you know, it doesn't mean you know.*

Mark Willis  
WAGE Graduate

*One of our most shining examples is a deaf student who did not attend any school in his hometown. He was finally sent to the Arkansas School for the Deaf in middle school with no language or signing skills for communication. Because of his age, he later attended the Arkansas School for the Deaf Adult Education and received his diploma. He now works two jobs with both the city of Little Rock and also with the State of Arkansas and as the years go quickly by, he's looking forward to two retirements from both the city and state and buying a new home.*

Brenda Webb  
Director  
Arkansas School for the Deaf Adult Education

*WAGE affords the opportunity to develop marketable job skills that will boost their confidence and self-esteem. WAGE is a valuable resource for all employers and the community as a whole, and I would encourage all local companies to become WAGE partners.*

Jim Olson  
Human Resource Manager  
Goody's Distribution Center

*As a high school dropout, I faced a downward spiral of self-worth and knew I was in a bad place, but the birth of my two children, a religious conversion, and my association with Mid-South Community College have helped change the negatives to positives. The support of the adult education program was phenomenal. I was truly moved by the compassion and encouragement from Anabeth Bartholomew, Kiamesha Otey, and everyone else associated with the program. It felt great knowing that the staff had a vested interest in my achievement.*

Rebecca Clemmons  
Student  
Mid-South Community College

*Many employees bluff their way into jobs without having the needed academic skills. Our company, Chem-Fab Corporation, requires WAGE certification of all its new employees. I feel a need to upgrade the workforce.*

Tom Hare  
Personnel Director  
Chem-Fab Corporation

*Getting my GED was the first step I made in saying I cared enough about myself to complete something. You will never go to that next level without a diploma or GED. When you have your GED, there's just a lot more available to you to better yourself. I was recently displaced from NuVell as a lien sales specialist and having my GED has given me the opportunity to enroll in nursing school.*

Tina Bickel  
Nursing Student  
GED Graduate

*I think the WAGE program is an excellent resource, and it serves as a lifeline for many people in Pope County. When my students leave before graduation, I refer them to adult education and to the WAGE program. Also, I inform all students of the wonderful alternative to college, the WAGE program. I greatly appreciate the existence of such a program in Pope County.*

Dot Harris  
High School Counselor  
Dover High School

*Education is the key to brighter futures. The WAGE program is an essential part of the Arkansas River Valley community. WAGE has truly affected the lives of past participants.*

Scott Perkins  
Editor  
*The Courier*

*I view the WAGE program as a stepping stone for our students to continue their education. For those who have been out of school for several years, it can be a confidence builder and a refresher for performing better in college. We refer to each other often with our participants.*

E. Lou May  
Educational Opportunity Center  
Henderson State University

*Barbara Smith and Verna Reigle both were former employees of the now closed Regal Cookware plant here in Jacksonville. They both went through the WAGE training program and came to work for Improved Construction Methods in 2002 and are still employed today. The training they received was vital to their success in their new careers. When asked about the program, Verna Reigle replied that she loved it and found it very helpful.*

Kathey A. Walters  
Human Resources and Accounting  
Improved Construction Methods

*The Russellville WAGE program benefits our program by offering the clients the skills and credentials that are needed to succeed in today's competitive workforce. The RAEC offers the client the opportunity of obtaining certificates and educational credentials that include GED, resume skills, reading skills, computer skills, and the other WAGE programs that will ultimately help the client to succeed in life.*

Gary Rhodes  
Director  
Freedom House Alcohol and Drug Treatment Center

*I remember being so scared when I was laid off from my third factory job. I was 50 years old and felt funny going into adult education. But the staff there helped me immensely to gain the confidence I needed to earn my GED. All these wonderful things were happening, but I guess the best outcome of all this was that I proved to myself I was smart enough and that I could do it, after all. I have been a nurse now for four years and love every minute of it.*

Carol Clark  
LPN/Shift Supervisor  
GED Graduate

*WAGE has been very helpful in providing training for our older workers program. Our participants are 55 years and older. After computer training, many have been able to go on to a better-paying job.*

Lydia Franklin  
Experience Training Assistant  
Experience Works, Inc.

*In working with the public, I have found that the WAGE program is very beneficial for the participants. It really helps people to be better prepared for the workforce.*

JoLayne Coffman  
County Administrator  
Pope County Department of Human Services

*Wanda Lewis is a career consultant at the Arkansas Workforce Center in North Little Rock. She is a tremendous asset to the Central Arkansas Planning and Development District and the customers that we serve. She credits her training in the WAGE program for her skills and success in the workplace.*

Cynthia Terry  
Arkansas Workforce Center—North Little Rock  
One-Stop Manager

*Education is so important! I wish I had gotten my GED right at the time I quit high school, because it was much more difficult for me to remember the subject material I had taken 20 years earlier. The GED was exactly what I needed to get from the bottom to the top and achieve my goal of improving my employment status. Getting my GED has opened many doors for me at my current job with the Vilonia Waterworks. With my GED, I was able to take the Distribution 4 Water License Exam. Fortunately, I passed that exam and was granted the highest level of licensure a person can receive within the distribution system. As a D4 licensed operator, I am now qualified to teach and also serve hundreds of customers with the Vilonia Water System. Thanks to the great ladies that kept me motivated and focused. They always encouraged me and gave me the confidence I needed to make it!*

David Alexander  
GED Graduate 2007  
Vilonia Waterworks

*Ruthie has been employed with Independent Living Services since October 2002. She very quickly received a promotion due to both her attitude and her skills. She now is the administrative assistant at our adult development program which serves approximately 100 individuals daily. She has done a wonderful job in her position and over the years has had added a lot of job responsibilities to her position. She has been able to adapt and change when necessary and the skills she learned at the adult education program have helped her in being very successful.*

Elissa Douglas  
Human Resources Director  
Independent Living Services

*I am a GED graduate of the adult education class of 1980. Since I got my GED, I have also received my bachelor's degree in 1987 from University of Arkansas at Pine Bluff and master's degree from Henderson State University in 1994, and I was hired in October 1980 as a paraprofessional. After I received my bachelor's, then I was hired as a teacher to work in adult education. I have been teaching for the last 28 years and I am still loving my job!*

Katherine Varnell  
Southeast Arkansas College  
Adult Education

## Appendix C Adult Education New Positions<sup>1</sup> Request

### Associate Director of Adult Education – Grade 26 – 1 position

Salary and Match = \$75,177

The Associate Director of Adult Education would be responsible for planning, directing, and evaluating the operation of a major state agency division, the Adult Education Division of the Arkansas Department of Workforce Education, as well as for supervisory and administrative duties.

#### EXAMPLES OF WORK

- ✓ Develops and implements policies for adult education centers and literacy councils.
- ✓ Provides input and interpretation of state and federal legislation.
- ✓ Establishes and directs short and long-term goals for the operating unit.
- ✓ Directs the activities of staff, including hiring recommendations and performance evaluations.
- ✓ Coordinates and approves new/expanded/on-going programs.
- ✓ Proposes and monitors legislation affecting adult education.
- ✓ Provides guidance and assistance in budget requests.
- ✓ Provides technical assistance to local adult education and literacy directors.
- ✓ Coordinates with other educational and state agencies.
- ✓ Performs related responsibilities as required or assigned.

### Public School Program Advisor – Grade 21 – 3 positions

Salary and Match = \$54,880 per position X 3 positions = \$164,640

The Public School Program Advisor works under general direction and is responsible for assisting in the development, monitoring, and evaluation of adult education and literacy programs. This position is governed by state and federal laws and agency policy. Currently, four public school program advisors oversee the operations of 80 adult education and literacy programs serving 51,049 students. With the anticipated increases in services for new students and the possibility of adding new programs, the Adult Education Division will need to expand from the current four administrators to seven administrators.

#### EXAMPLES OF WORK

- ✓ Receives and reviews project applications or grants for new, continuing, expanded, and/or special adult education and literacy programs and approves or disapproves in accordance with minimum program standards.
- ✓ Conducts on-site visits to ensure program compliance and evaluate program effectiveness. Records findings and advises school officials of violations, provides solutions for problem

<sup>1</sup> Position descriptions from State Office of Personnel Management.

- areas, and writes follow-up letter to school and district administrators.
- ✓ Compiles program evaluations into a report, notes programs strengths and weaknesses, develops plans for corrective action, and distributes report. Oversees the follow up on corrective action plans to determine the effectiveness of outcomes.
  - ✓ Conducts workshops or seminars to present information critical to specialized program area and provides in-service training.
  - ✓ Provides technical assistance to local program directors by interpreting laws or policies, answering questions, or resolving problems relative to assigned program areas.
  - ✓ May assist in developing, selecting, and evaluating program curricula by writing course content guides and supervising a committee in writing curricula.
  - ✓ Plans and develops adult education program budgets by reviewing available funding and allocating funds according to state and federal guidelines.
  - ✓ Conducts student data audits and financial audits at the local program level and desk audits at the central office.
  - ✓ Supervises professional and administrative support staff by interviewing and recommending for hire, and assigning and reviewing work.
  - ✓ Develops and recommends new and revised state policies and procedures to respond to changes in the programs and service needs, objectives, and priorities and to improve the effectiveness of the operations.
  - ✓ Performs related responsibilities as required or assigned.

#### Management Project Analyst II – Grade 20 – 1 position

Salary and Match = \$51,550

The Adult Education Division is mandated by the National Reporting Service (NRS) to have a data system to track federally required information in order to receive adult education funds. The adult education state office and local programs are currently using the Adult Education Reporting Information System (AERIS). The Adult Education Division is requesting to add the position of Management Project Analyst II to handle the AERIS data system.

The Management Project Analyst II works under administrative direction and is responsible for leading and conducting special research studies and monitoring and coordinating project/program activities. This position is governed by state and federal laws and agency/institution policy.

#### EXAMPLES OF WORK

- ✓ Conducts special studies such as systems and cost analysis, feasibility and effectiveness of agency programs, and the identification of and solution to problem areas; assists in project goals and objectives development; and reviews recommendations from project staff concerning method of approach.
- ✓ Plans, organizes, and schedules project/program implementation phases and procedures and develops monitoring and reporting systems to measure project effectiveness
- ✓ Evaluates existing programs by gathering pertinent information by reviewing files, researching policy, directives, and regulations, conducting surveys and interviews, and contacting agencies in other states concerning their programs.
- ✓ Analyzes project/program data and prepares reports explaining findings and recommendations. May assist in preparing division budget.

- ✓ Presents findings to management staff using graphs, charts, narratives, and statistical reports.
- ✓ Develops or revises agency/institution policies, procedures, programs and directives based on research findings. Develops handbooks and manuals for participant use and conducts workshops to educate personnel on new systems, policy, and procedures.
- ✓ Evaluates project/program effectiveness after implementation by personal observation, conducting interviews, and reviewing data and reports
- ✓ Coordinates activities within and outside assigned unit to maximize efficiency.
- ✓ May supervise a small to medium-sized administrative support and professional staff by interviewing, recommending for hire, training, assigning and reviewing work, and evaluating the performance of incumbents.
- ✓ Performs related responsibilities as required or assigned.

#### Administrative Assistant II – Grade 17 – 1 position

Salary and Match = \$42,654

The Administrative Assistant II works under supervision and is responsible for coordinating office staff activities, researching and preparing special reports, and developing/revising and recommending administrative policies and procedures to supervisor. This position is governed by state and federal laws and agency/institution policy.

#### EXAMPLES OF WORK

- ✓ Supervises a small to medium-sized administrative support staff by interviewing, recommending for hire, training, assigning and reviewing work, and evaluating the performance of incumbents.
- ✓ Researches and analyzes data pertinent to work programs and/or agency/institution goals and objectives and prepares reports explaining findings and recommendations.
- ✓ Assists in developing or revising agency/institution policies, procedures, and directives based on research findings, and submits to supervisor for approval.
- ✓ Compiles financial information used by supervisor to formulate budget proposals. Monitors expenditures to ensure optimum operating efficiency, orders office supplies, and maintains division inventory.
- ✓ Reviews and answers or prepares correspondence relating to agency/institution programs.
- ✓ Interprets agency/institution administrative directives, policies, and procedures to ensure consistent application.
- ✓ Provides information, assistance, and clarifications to interested parties concerning agency/institution policies and procedures.
- ✓ Attends workshops and meetings to stay abreast of trends in applicable areas.
- ✓ Assists supervisor by maintaining unit leave records, maintaining appointment calendar, and prioritizing incoming correspondence.
- ✓ May direct unit operations in absence of supervisor.
- ✓ Performs related responsibilities as required or assigned.

#### Administrative Assistant I – Grade 15 – 1 position

Salary and Match = \$37,617

The Administrative Assistant I works under supervision and is responsible for researching and preparing reports and developing and recommending administrative policies and procedures to supervisor. This position is governed by state and federal laws and agency/institution policy.

### EXAMPLES OF WORK

- ✓ Researches and analyzes data pertinent to work programs and/or agency/institution goals and objectives and prepares reports explaining findings and recommendations.
- ✓ Assists in developing or revising agency/institution policies, procedures, and directives based on research findings. Submits to supervisor for approval.
- ✓ Compiles financial information used by supervisor to formulate budget proposals. Monitors expenditures to ensure optimum operating efficiency.
- ✓ Reviews and answers or prepares correspondence relating to agency/institution programs.
- ✓ Interprets agency/institution administrative directives, policies, and procedures to ensure consistent application.
- ✓ Provides information, assistance, and clarification to interested parties concerning agency/institution policies and procedures.
- ✓ Attends workshops and meetings to stay abreast of trends in applicable areas.
- ✓ Assists supervisor by maintaining appointment calendar, making travel arrangements, and prioritizing incoming correspondence.
- ✓ May supervise a small administrative support staff by interviewing, recommending for hire, training, assigning and reviewing work, and evaluating the performance of incumbents.
- ✓ Performs related responsibilities as required or assigned.

### WAGE Administrative Assistant I – Grade 15 – 1 position

Salary and Match = \$37,617

In addition to conducting the regular duties of an Administrative Assistant I (see above description), the WAGE Administrative Assistant I position will report to the State WAGE Coordinator.

### EXAMPLES OF ADDITIONAL WORK

- ✓ Oversee the implementation of the electronic WAGE test.
- ✓ Review WAGE certificates to ensure they are valid – responsible for looking at competencies of WAGE certificate criteria.
- ✓ Assist in the development of new WAGE certificates such as the banking and customer service certificates.

## Appendix D Adult Education Budget Request Summary

Chart 23

*Total Adult Education Budget Request*

<b>ADDITIONAL FUNDING REQUESTS</b>	<b>2009-2010</b>	<b>2010-2011</b>
Adult Basic Ed., Adult Secondary Ed., and English as a Second Language Program Services	\$3,000,000	\$6,000,000
Sixteen- and Seventeen-Year-Old Students	\$1,861,025	\$1,861,025
Workforce Programs	\$1,721,298	\$1,721,298
Adult Education Division Staff Positions *	\$ 409,255	\$ 417,440
GED Examiner Training	\$50,000	\$50,000
<b>Additional Funding Requests</b>	<b>\$7,041,578</b>	<b>\$10,049,763</b>

\* *See Appendix C*

## Appendix E Traditional Apprenticeship

### BACKGROUND: THE IMPACT OF INFLATION

Apprenticeship is not immune to the effects of inflation. However, funding for apprenticeship has remained fixed at its 1993 level of \$1,950,000 and has never been adjusted for inflation. Using the U.S. Bureau of Labor Statistics' inflation calculator, has calculated that the funding today would have to be approximately \$2,800,000 to equal the buying power of the 1993 funding of \$1,950,000. In other words, an \$850,000 additional appropriation would be needed simply to provide program improvements equivalent to those purchased in 1993.

### GROWTH IN THE TRADITIONAL APPRENTICESHIP PROGRAM

#### FY 99

Amount allocated for traditional apprenticeship <sup>1</sup> .....	\$975,000
Amount used by programs .....	\$846,581
Total funded apprenticeship programs .....	126
Total funded apprentices .....	2,586

#### FY 00

Amount allocated for traditional apprenticeship .....	\$975,000
Amount used by programs .....	\$969,787
Total funded apprenticeship programs .....	126
Total funded apprentices .....	3,480

#### FY 01

Amount allocated for traditional apprenticeship .....	\$975,000
Amount used by programs .....	\$1,069,704
(Extra from youth apprenticeship allocation)	
Total funded apprenticeship programs .....	219
Total funded apprentices .....	3,389

#### FY 02

Amount allocated for traditional apprenticeship .....	\$975,000
Amount used by programs .....	\$1,120,248
(Extra from youth apprenticeship allocation)	
Total funded apprenticeship programs .....	153
Total funded apprentices .....	3,322

#### FY 03

Amount allocated for traditional apprenticeship .....	\$975,000
Amount used by programs .....	\$984,877
(Extra from youth apprenticeship allocation)	
Total funded programs .....	104
Total funded apprentices .....	5,014

<sup>1</sup> "Traditional" apprenticeship refers only to adult apprenticeships. The General Assembly has appropriated \$1,950,000 for apprenticeships, but \$950,000 of that funded youth apprenticeships.

FY 04  
 Amount allocated for traditional apprenticeship ..... \$975,000  
 Amount used by programs ..... \$974,741  
 Total funded programs ..... 102  
 Total funded apprentices ..... 3,941

FY 05  
 Amount allocated for traditional apprenticeship ..... \$1,000,000  
 Amount used by programs ..... \$972,253  
 Total funded programs ..... 110  
 Total funded apprentices ..... 4586

FY 06  
 Amount allocated for traditional apprenticeship ..... \$1,000,000  
 Amount used by programs ..... \$1,208,158  
 (Extra from Youth Apprenticeship allocation)  
 Total funded programs ..... 99  
 Total funded apprentices ..... 4574

FY 07  
 Amount allocated for traditional apprenticeship ..... \$1,000,000  
 Amount used by programs ..... \$1,503,721  
 (Extra from Youth Apprenticeship allocation)  
 Total funded programs ..... 104  
 Total funded apprentices ..... 5248

**LOCATIONS, NUMBERS, AND CRAFTS OF FUNDED TRADITIONAL APPRENTICESHIP PROGRAMS**

Craft Codes

(C): ..... Carpentry  
 (E): ..... Electrical  
 (H): ..... Heating Ventilation and Air Conditioning  
 (I): ..... Iron Workers  
 (IM): ..... Industrial Maintenance  
 (M): ..... Machinist  
 (P): ..... Plumbing  
 (PA): ..... Painting  
 (S) ..... Sheet Metal Working  
 (W) ..... Welding

Altus:	1 (E)	Crossett:	1 (E)
Ashdown:	1 (E)	DeQueen:	1 (P)
Batesville:	2 (E, P)	El Dorado:	4 (E, P)
Benton:	1 (P)	Fayetteville:	1 (E)
Bentonville:	2 (E, P)	Forrest City:	1 (E, P)
Blytheville:	1 (P)	Fort Smith:	7 (C, E, P, S)
Booneville:	1 (P)	Gentry:	1 (P)
Burdette:	1 (E)	Harrison:	2 (E, P)
Camden:	2 (E, P)	Hazen:	1 (M)
Conway:	4 (C, E, P)	Heber Springs:	1 (P)

Hot Springs:	3 (E, P)	NLR:	2 (C, E)
Hope:	2 (E, P)	Paragould:	2 (E, H)
Jonesboro:	4 (C, E, P)	Pine Bluff:	2 (E, P)
Huntsville	1 (E)	Pocahontas:	2 (E, P)
Kingsland:	1 (IM)	Rogers:	2 (C, E)
Little Rock:	11 (C, E, H, I, P, PA, S)	Russellville:	4 (C, E, P)
McGehee:	1 (E)	Searcy:	4 (E, H, I, P)
Malvern:	2 (E, P)	Springdale:	9 (E, H, P, S, W)
Magnolia:	1 (P)	Stuttgart:	1 (E)
Mena:	2 (E, P)	Texarkana:	2 (E, P)
Monticello:	1 (P)	Van Buren:	1 (P)
Morrilton:	1 (E)	Vilonia:	1 (E)
Mt. Home:	2 (E, P)		

## RETURN ON INVESTMENT

The state of Arkansas receives a 52 percent return on its investment in apprenticeship programs. Assuming an average wage of \$9 per hour and a normal work year of 2,000 hours, apprentices will pay an average of \$437 in state taxes for 2007 (based upon the 2007 AR1000S form), while state funds expended in 2007 averaged \$287 per apprentice. Thus, apprentices will pay a total of approximately \$2,293,376 in state income taxes, yielding a net profit to the state of \$150 per apprentice.

National research lends further credence to the idea that investment in apprenticeship training is a solid investment. A study by the Construction Industry Institute examined various aspects of construction craft training and concluded the following:

On a single capital construction project, each dollar invested in craft training can yield \$1.30 to \$3.00 in benefits. The benefits accrue to the project in the form of increased productivity and reductions in turnover, absenteeism and rework, as well as in other areas. When groups of owners and employers cooperate, the benefit/cost ratios are even greater. (Haas, Glover, Goodrum, Vaziri, & Wang, 2007)

## Appendix F

### Career and Technical Education Instructional Equipment Upgrade

Chart 24

*Equipment Needs and Costs (Based on 2005 Equipment Study)*

<b>Program</b>	<b>Number</b>	<b>Cost per Program</b>	<b>Total Cost</b>
Agribusiness Systems	20	\$46,350	\$927,000
Animal Systems	132	\$28,000	\$3,696,000
Audio-Video Tech & Film - Career Communications	2	\$43,597	\$87,194
Business & Marketing (number of high school teachers)	618	\$38,500	\$23,793,000
Construction - Construction Technology	35	\$34,110	\$1,193,850
Construction - HVACR	1	\$26,800	\$26,800
Design/Pre-const. - Drafting/Design Architect CADD	22	\$75,400	\$1,658,800
Design/Pre-const. - Geospatial Technology	4	\$116,796	\$467,184
Early Childhood Dev & Svcs - Child Care	57	\$34,000	\$1,938,000
Engineering & Tech - Computer Engineering	45	\$57,540	\$2,589,300
Engineering & Tech - Drafting/Design Engin. CADD	15	\$75,400	\$1,131,000
Engineering & Tech - Electronics	2	\$49,350	\$98,700
Engineering & Tech - Pre-engineering	15	\$100,099	\$1,501,485
Facility & Mobile Eq Maint - Auto Service Tech	29	\$156,075	\$4,526,175
Facility & Mobile Eq Maint - Automotive Collision	9	\$77,295	\$695,655
Facility & Mobile Eq Maint - Aviation	2	\$69,850	\$139,700
Facility & Mobile Eq Maint - Diesel Mechanics	2		\$0
Facility & Mobile Eq Maint - Power Equipment Tech	5	\$16,005	\$80,025
Family & Community Services - FACS Education	317	\$47,060	\$14,918,020
Journ. & Broadcasting - Career Communications	7	\$43,597	\$304,179
Journalism & Broadcasting - Radio/TV	18	\$62,150	\$1,118,700
Law Enforcement - Criminal Justice	14	\$38,440	\$538,160
Lodging - Lodging Mgmt (FACS)	2	\$14,450	\$28,900
Main., Installation, & Repair - Ind. Eq. Maint.	12	\$48,700	\$584,400
Maint., Installation, & Repair - Major Appliance	1	\$17,020	\$17,020
National Security - JROTC	42		\$0
Natural Resources/Environmental Service Systems	59	\$23,870	\$1,408,330
Performing Arts - Career Communications	2	\$40,487	\$80,974
Personal Care Services - Cosmetology	15	\$50,225	\$753,375
Plant Systems - Biological	26	\$57,720	\$1,500,720
Plant Systems - Horticulture	75	\$57,720	\$4,329,000

<b>Program</b>	<b>Number</b>	<b>Cost per Program</b>	<b>Total Cost</b>
Power, Structural, & Technical Systems	195	\$34,740	\$6,774,300
Printing Technology - Graphic Communications	5	\$101,650	\$508,250
Production - Furniture Manufacturing	10	\$31,890	\$318,900
Production - Machine Tool	7	\$62,550	\$437,850
Production - Welding	18	\$49,275	\$886,950
Restaurant & Food/Beverage Svc - Food Prod.	27	\$36,800	\$993,600
Restaurant & Food/Beverage Svcs - Culinary Arts	3	\$44,200	\$132,600
Teaching & Training - Education & Training	9	\$31,950	\$287,550
Therapeutic Svc -Medical Professions eeucation	50	\$45,836	\$2,291,800
Visual Arts - Advertising Design	8	\$51,180	\$409,440
Visual Arts - Career Communications	1	\$43,597	\$43,597
Visual Arts - Commercial Photography	4	\$49,080	\$196,320
Jr. & Middle Agriculture, Food, & natural Resources	12	\$20,890	\$250,680
Jr. & Middle Arts, AV Tech, & Communications	2	\$5,000	\$10,000
Jr. & Middle Business & Marketing	297	\$68,500	\$20,344,500
Career Orientation *	285	\$8,100	\$2,308,500
Jr. & Middle Family & Consumer Sciences	100	\$49,425	\$4,942,500
Keystone *	3	\$9,600	\$28,800
Jr. & Middle Technical & Professional Eeucation	44	\$48,725	\$2,143,900
JAG/STRIVE	46	\$20,325	\$934,950
Internship/WP Readiness/EAST/Keystone/Senior Seminar *	155	\$11,500	\$1,782,500
Principles of Technology/PIC	28	\$26,241	\$734,748
			<b>\$116,893,881</b>
<b>* Teacher not teaching any other POS/area</b>			

## Career and Technical Education CTSOs

### BACKGROUND

In 1917, Congress recognized the need for training in vocational skills and passed the Smith-Hughes Act, which established vocational training in agriculture and domestic science in public high schools. Along with these programs came co-curricular student organizations, such as the Future Farmers of America (FFA) and later Future Business Leaders of America (FBLA), Future Homemakers of America (FHA, now FCCLA), and others. Even at that time it was recognized that in order for students to reach their full potential as contributing members of the workforce and of society, they needed additional leadership training and personal development.

Throughout the years, many changes have taken place as vocational education has evolved into career and technical education, and student organizations have kept up with the changes. Today there are eight nationally recognized career and technical student organizations, or CTSOs, available to students enrolled in CTE programs, with six of these available to Arkansas students. All CTE program areas in Arkansas provide opportunities for students to join a CTSO that relates to their program of study. However, Arkansas students are at a disadvantage because none of the program areas has a designated state staff person to work with the CTSO. Currently, student organization work is just a small part of each program advisor's already heavy workload, making it impossible for Arkansas's CTSOs to reach their full potential in preparing students for the workforce and for life.

Current research, summarized in the following pages, has proven that participation in a CTSO provides significant benefits. Studies show that there is a positive correlation between the amount of CTSO participation and success in the classroom. At a time when every dollar spent in state government counts, an investment in career CTSOs is a sound one, with dividends that will continue to pay throughout the future.



**Xavier Billingsly from Blytheville High School runs for national FCCLA office.**

### BENEFITS OF CTSOs IN DROPOUT PREVENTION

Since the inception of the first student organization, the Future Farmers of America, supporters have been testifying about the benefits for student members. Stories of the leadership skills and personal development gained by members of all the CTSOs have been used to support funding for their corresponding CTE programs. But until the early part of the 21<sup>st</sup> century, support of these claims was largely anecdotal and hard to substantiate. Realizing the need for better accountability and empirical data, several researchers began to research the question of whether CTSO involvement does result in positive outcomes for student members.

While many studies have been conducted that show a positive correlation between CTSO participation and other desirable factors (see references for information on these studies), the most recent and one of the most

thoroughly detailed is *Looking Inside the Black Box: The Value Added by Career and Technical Student Organizations to Students' High School Experience*. As noted earlier, this study details the correlation found by researchers between the amount of CTSO participation and various indicators of school success. At a time when schools are struggling to find ways to engage students and prepare them for higher education and the workforce, these results hold much promise.

Perhaps the most compelling benefit of CTSO participation is that at-risk students who participate in a CTSO are more likely to remain in school than those who do not participate. While it is hard to determine exactly what percentage of students does not complete high school, the national average is estimated to be as high as 30 percent (Alfeld et al, 2007). While students decide to leave high school for many different reasons, research has shown that students rarely drop out of school due to a single event or factor. Rather, there is a long process of disengagement that ends in the student leaving school (Hammond, Linton, Smink, & Drew, 2007). A 2006 survey of high school dropouts defines three categories of reasons given for dropping out: Lack of Engagement, Personal Reasons, and Academic Reasons (Bridgeland, Dilulio, & Morrison).



**Opportunities such as the FFA State Conference help students build their leadership and teamwork skills.**

### Lack of Engagement

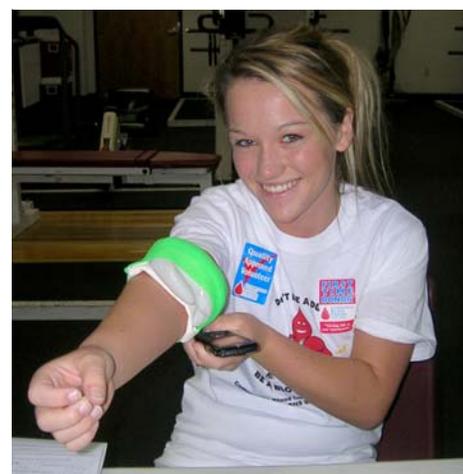
- ✓ 69 percent were not motivated to work hard.
- ✓ 7 percent said that classes were not interesting.
- ✓ 42 percent spent time with people who were not interested in school.

### Personal Reasons

- ✓ 32 percent said they had to get a job and make money.
- ✓ 26 percent had become a parent.
- ✓ 22 percent had to care for a family member.

### Academic Reasons

- ✓ 35 percent said they were failing in school.
- ✓ 43 percent said they missed too many days of school or could not catch up.
- ✓ 45 percent said they were not prepared for high school classes.
- ✓ 32 percent had been required to repeat a grade.



**CTSO members contribute to their communities through projects like the Springdale FBLA Blood Drive**

While participation in a CTSO is not a panacea for all of these problems, it certainly can go a long way in alleviating many of them. The Lack of Engagement category is a prime example. One of the main components of all CTSOs is competitive events, and those alone address all three reasons given in the Lack of Engagement category. First, because competitive events are designed to test the information learned in the classroom, students are motivated to work hard to win the competition. The competition gives them the recognition they crave and also the chance to earn plaques, trophies, awards, and scholarships. Second, competitions make classes

interesting for students because they can see how what they are learning ties to a real-world situation, and they know that what they are learning in class can be used throughout their lives. Finally, if students are spending time with other CTSO members, they are not going to have the peer pressure to drop out of school that comes from socializing with others who have already given up on school.

In the second category, Personal Reasons, the most frequently cited reason for dropping out of school is having to get a job and make money. However, CTSOs provide students many opportunities to make money. For example, FFA members are required to have a Supervised Agricultural Experience (SAE) program, and many of them earn substantial income from these projects. The National FFA estimates that FFA members earn over \$344 million each year from their SAE programs. Another personal reason cited for dropping out was becoming a parent. It is well known that students who are actively engaged in positive after-school activities, such as those provided by CTSOs, are much less likely to become teenage parents. Moreover, all CTSOs have strong leadership components that help students improve their self-esteem and set goals for a bright future. For example, FCCLA members can participate in chapter projects that focus on a variety of youth concerns, including teen pregnancy, parenting, family relationships, substance abuse, peer pressure, environment, nutrition and fitness, teen violence and career exploration (Reese, 2008). Again, students who are spending time with peers who have high standards and positive self-esteem are more likely to believe in their own future success and, as a result, are less likely to give that up by engaging in negative behaviors.

Although the responses in the third category, Academic Reasons, are disheartening, some of these issues can be addressed by CTSOs. Students who participate in CTSOs are more likely to see the benefit of their class work, and they are also more likely to see how the information relates to their idea of the real world. Because most schools require students to be passing their classes in order to participate in events away from school, the desire to participate in CTSO activities motivates students to keep up with their studies. In a survey of SkillsUSA graduates, students answered the question, “What about your CTE program has helped you achieve the most in the classroom?” Forty-five percent of the students answered “hands-on instruction,” while the second most important aspect of CTE instruction cited by students was having “instructors experienced in the field.” Seventy-three percent of the students surveyed reported a grade-point average of 3.1 or higher, adding further evidence that participation in CTSOs activities enhances academic achievement. When asked the most important benefit of membership in SkillsUSA, 59 percent of the students ranked “gave me confidence” first or second, and “learning to be a leader” as the next most highly ranked response (SkillsUSA.org, 2007).

Hispanic students have one of the highest dropout rates of all ethnic groups. With Arkansas seeing a tremendous growth in the number of Hispanic students, who will be ultimately be going into the workforce, it is vital that their needs be addressed. A study by Gonzalez and Padilla (1997) found that the most significant predictor of success for Hispanic students is the degree to which they feel a sense of belonging to the school. Belonging to a CTSO fills that need for a sense of belonging to the school.



**Mentoring projects such as this one by the Lamar FCCLA benefit all involved.**

Moreover, relationships with teachers who are positive role models can make a tremendous positive impact upon a student's sense of belonging. The 2001 National Educational Longitudinal Study on 11,000 high school students indicated that supportive relationships with teachers can reduce dropout rates by at least 50 percent, and by even more for students from socially disadvantaged backgrounds and students who had previously experienced academic struggles (Nettles, Mucherah, & Jones, 2000). The very nature of CTSOs makes the relationship between teacher and student stronger, as teachers spend time outside the classroom working with students as they prepare for competitive events or attend conferences and leadership events. The teacher is also far more likely to meet and get to know parents of students who are CTSO members, and parents appreciate knowing that there is an adult in the school who thinks their child is special and who is willing to spend time helping that child succeed.

## **BENEFITS OF BUSINESS AND INDUSTRY TIES TO CTSOs**

American businesses invest millions of dollars each year in CTSOs. Why? Joe Metzger, process team leader for Kraft Foods, Inc., answers that question in this way:

Kraft Foods recently celebrated 60 years of partnership with the FFA in 2007. This significant milestone was accomplished by the ongoing aligned values of both organizations over the generations . . . with the clear focus "to develop the Future Leaders of Agriculture." In 2008 Kraft's relationship with the FFA centers around that plan: FFA internships across the company, scholarships, sponsorship of FFA career development programs such as Foods Science & Meats plus many others. As we look forward together the future is bright for the FFA and Kraft for hopefully the next 60 years. (National FFA Organization)

Business and industry leaders have long recognized the importance of CTSO participation. They give not only financial support but also give of their time to allow employees to serve as board members, judges for competitive events, role models, speakers, and advisory committee members. In Arkansas alone, business and industry donate more than \$3.5 million to the SkillsUSA state conference in man hours, equipment, and prizes. Target Stores partners with FCCLA to donate backpacks, cameras, and other items for FCCLA programs.

It is obvious that creating and maintaining closer ties to business and industry will strengthen CTE programs and result in a better workforce for the future. Student organizations provide the perfect opportunity for such collaborative efforts. It has often been said that the CTSOs are the storefront that shows the world what we are doing in CTE programs. Mike Eade, executive director of sales for Merial, describes his company's involvement in this way:

There are many reasons that Merial has continued to sponsor FFA for the past 39 years. We have always been impressed by FFA's capability to develop young people by getting them involved in career-related activities and by teaching leadership skills . . . We are excited to be a continuing partner of FFA and LifeKnowledge, and even more excited about where this program will take agricultural education and the young people enrolled in it for the future. (National FFA Organization)

Another benefit of belonging to a CTSO is the opportunity for students to have role models within business and industry. One example is the innovative Executive Mentor Program at DECA's Senior Management Institute, in which student participants interact with business leaders from the

highest levels of top corporations. As they go through the roundtable format, students gain an intimate, multidimensional understanding of the lives and careers of business executives, as well as valuable insight into career possibilities and realities (Reese, 2008, p. 20).

CTSO members have the opportunity to interact with business and industry leaders at leadership competitions, conferences, and conventions. Perhaps just as beneficial is the opportunity for business and industry leaders to be around high school students who are motivated and eager to learn. In an age of constant media coverage on the woes of Generation Y, CTSOs provide adults with an opportunity to see that there are many bright, innovative, and engaging teens.

Jim Koeninger, HOSA executive director and founder of the Leadership Development Institute, says, “Health care industry leaders value the opportunities for students to develop, practice, and refine their leadership skills when they exhibit high-quality technical knowledge, leadership, and teaming skills in health care-delivery settings” (as cited in Reese, 2007, p. 22).

Joseph E. Thomas Jr. is the police chief in Southfield, Michigan, and he also teaches at several universities, community colleges, and police and fire academies. As an ambassador to the U.S. Army Reserve, Thomas holds the rank of major general. A true believer in CTSOs, Thomas says

SkillsUSA helps to develop the mindset necessary to achieve a higher level of social and economic stability. It fosters respect for self and others. It instills a sense of pride in accomplishment through hard work and focused effort. It brings family and community together for the common good of the individual, the team and the country. This program does what we are trying very hard to do in this generation — to build the very character traits that will enable them to move forward and develop the American spirit on which this country was founded. (SkillsUSA Champions, Winter 2008)

Increasingly, employers say that they need graduates who are able to use critical thinking skills to solve problems and who can work successfully in teams. However, with the popularity of MySpace, Facebook, and video games, students are spending more and more time alone and are losing the ability to interact face-to-face and to work with other people. These skills are developed and fine-tuned through participation in CTSOs. For example, competitive events test non-technical job-related competencies as well as technical skills. Preparing for competitive events provides students hands-on experience in different trade, technical, and leadership fields; develops job-related technical skills and competencies; offers recognition to participants; and serves to ensure business and industry involvement. Industry, trade associations, and labor organizations often determine what competencies should be tested in the contests, and industry representatives frequently serve as contest judges (Alfeld et al, 2007). Most CTSO competitive events are team activities, so students must learn to work together in order to succeed.



**Industry professionals volunteer to judge SkillsUSA events.**



## Appendix G-1 DECA

**MISSION:** To develop future leaders in marketing, management, and entrepreneurship.

### STATUS

Current National Membership: 185,000 members in more than 4,500 chapters

Current Arkansas Membership: 1,715 members in 35 chapters

### STATE ACTIVITIES

Advisor Inservice

Fall Executive Council

National Southern Region Conference

State Leadership Conference

2 District Fall Conferences

Spring Executive Council

International Leadership Conference

State Wide Civic Consciousness Project

State Officer Training

National DECA Week Activities

CTSO Day at Arkansas State Capitol



50 to 60 business and industry representatives donate time every year to judge student competitions and to serve as workshop presenters at fall and spring conferences.

### CHALLENGES

There is not sufficient state staff to participate in all programs available at the national level, for example, fashion marketing conferences in New York, sports and entertainment conferences in Florida, and national business partnership programs that include national program partners from industry.

**NATIONAL WEBSITE:** [www.deca.org](http://www.deca.org)

**STATE WEBSITE:** <http://dwe.arkansas.gov/DECAsite/index.htm>



## Appendix G-2 Family, Career and Community Leaders of America (FCCLA)

**MISSION:** To promote personal growth and leadership development through Family and Consumer Sciences Education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

### STATUS

Current National Membership: More than 220,000 members in almost 7,000 chapters  
Current Arkansas Membership: 10,707 members in 355 chapters

### STATE ACTIVITIES

District Fall Leadership Meeting	National Cluster Meeting
6 Fall Officer Planning Meetings	FCCLA State Administrators' Management Meeting (SAMM)
6 Fall Planning and Election Meetings	State Project
6 STAR Events Lead Consultant Meetings	State and National Project (Example: Feed the Children)
6 STAR Event Competitions	FCCLA CTE Week
6 Spring Meetings	State membership drive
3 Executive Council Meetings	Arkansas State Fair
State Nominating Committee Meeting	Mid South Fair
State STAR Events Lead Consultant Meeting	Scholarship
State & National STAR Events	Arkansas Children's Hospital
State FCCLA Leadership Meeting	March of Dimes
National Meeting: National Leadership Meeting	Master Advisor and Advisor Mentor
USA Academy	

### CHALLENGES

Due to lack of sufficient staff, FCCLA is not able to encourage and promote active chapters throughout the state. As a result, Arkansas FCCLA experiences decreases in membership, lack of student involvement in national programs, and a lack of training opportunities for FCCLA advisors. Although FCCLA has a state website, there is not sufficient time to keep information updated. Also due to limited staff time, it has not been possible to pursue business and industry partnerships nor to mount a state publicity campaign to raise the level of awareness of the benefits of FCCLA.

**NATIONAL WEBSITE:** [www.fccla.com](http://www.fccla.com)

**STATE WEBSITE:** [www.fcclainc.org](http://www.fcclainc.org)





## Appendix G-3 Future Business Leaders of America (FBLA)

**MISSION:** To bring business and education together in a positive working relationship through innovative leadership and career development programs.

### STATUS

Current National Membership: 215,000 high-school members in 5,200 chapters and 1,500 middle-school members in 700 chapters

Current Arkansas Membership: 10,367 high-school members in 342 chapters and 3,784 middle-school members in 220 chapters

### STATE ACTIVITIES

Advisor Inservice  
Fall Executive Council  
National Southern Region Conference  
State Leadership Conference  
2 District Fall Conferences

Spring Executive Council  
International Leadership Conference  
State Wide Civic Consciousness Project  
State Officer Training  
National FBLA Week Activities  
CTSO Day at Arkansas State Capitol

### CHALLENGES

Due to the lack of sufficient staff, the following priorities cannot be addressed thoroughly:

1. Identify and develop business partnerships, which could lead to scholarships for students and assistance with conference promotion and expenses
2. Develop cross-curricular activities in curriculum frameworks
3. Increase awareness of and participation in special projects such as civic conscientiousness and statewide fundraisers for national and state service projects such as March of Dimes, Muscular Dystrophy Association, Aurora, Make-A-Wish Foundation, and Arkansas Children's Hospital
4. Increase FBLA membership and participation



**NATIONAL WEBSITE:** [www.fbla.org](http://www.fbla.org)

**STATE WEBSITE:** [www.arfbla.org](http://www.arfbla.org)



## Appendix G-4 National FFA Organization (FFA)

**MISSION:** To make a positive difference in the lives of students by developing their potential for **premier leadership, personal growth and career success** through agricultural education.

### STATUS

Current National Membership: 500,823 members in 7,358 chapters

Current Arkansas Membership: 11,743 members in 225 chapters

### STATE ACTIVITIES

Advanced Leadership Development Conference

State FFA Alumni Conference

FFA Foundation Banquets

State Officer Candidate Meeting

State FFA Convention

Blast-Off Conference for New State Officers

National Leadership Conference for State Officers

Leadership Conference in Washington, DC

Arkansas Leadership Conference

Arkansas State Fair Children's Barnyard

National Convention Delegate Training

Experiencing Discovery, Growth and Excellence Leadership Conference

National FFA Convention



### CHALLENGES

1. The Arkansas FFA Association has a membership of approximately 48 percent of the total agricultural education enrollment of 24,363. The potential for growth in the organization exists, but due to a lack of sufficient staff to handle this future growth, it is very difficult to encourage and promote increased membership. The FFA career development events are conducted on the campuses of the University of Arkansas-Fayetteville, University of Arkansas Community College at Morrilton, Southern Arkansas University, Arkansas Tech University, Arkansas State University-Jonesboro, and Arkansas State University-Beebe. These events involve a considerable amount of time to properly plan and coordinate and to evaluate student success at the state level.
2. The Arkansas FFA website is used to promote and provide information to teachers, advisors, school administrators. Maintaining the website is time-consuming; thus, due to the lack of sufficient staff, information is not updated as often as it should be.

**NATIONAL WEBSITE:** [www.ffa.org](http://www.ffa.org)

**STATE WEBSITE:** <http://dwe.arkansas.gov/Agriculture/ffa.htm>



## Appendix G-5 Health Occupations Students of America (HOSA)

**MISSION:** To promote career opportunities in health care and to enhance the delivery of quality health care to all people.

### STATUS

Current National Membership: 90,400 members in 2,750 chapters

Current Arkansas Membership: 1,500 members in 35 chapters

### STATE ACTIVITIES

Various Fund-Raising Activities for “Autism Speaks”

2 Fall Leadership Meetings

Spring Conference (Competition winners invited to compete at national conference.)

### CHALLENGES

The major challenge is for state staff to provide enough attention to the student organization to keep teachers and members enthusiastic, while at the same time performing other duties such as technical assistance, onsite visits, instructor certification, teacher information system maintenance and data, frameworks, and program approvals.

**NATIONAL WEBSITE:** [www.hosa.org](http://www.hosa.org)

**STATE WEBSITE:** [http://dwe.arkansas.gov/HOSA/arkansas\\_hosa.htm](http://dwe.arkansas.gov/HOSA/arkansas_hosa.htm)





## Appendix G-6 Phi Beta Lambda (FBLA-PBL)

**Mission:** To provide opportunities for postsecondary students to develop business-related career competencies. PBL is an integral part of the instructional program and in addition promotes a sense of civic and personal responsibility.

### STATUS

Current National Membership: More than 11,000 members in 600 chapters

Current Arkansas Membership: 733 members in 23 chapters

### State Activities

Fall Executive Council Meeting

Fall Leadership Conference

Community Service Projects

Membership Drives

Spring Executive Council Meeting

Spring Leadership Conference

National Leadership Conference

National President (Ashley Keymer, Harrison)

State CTSO Day

PBL Professional Division Involvement

### CHALLENGES

The biggest challenge facing Arkansas PBL is membership, specifically in the four-year colleges, and faculty members at all levels being willing to serve as local advisors. When the vocational technical schools merged with the two-year colleges in 1991, several local chapters became inactive. Thus, membership declined in the past decade but is steadily increasing again. Through the hard work of local chapters and the state advisor, five local chapters were either started or reactivated last year.

There is not enough time for the state advisor to pursue business and industry partnerships or to contact inactive chapters or schools that do not have a chapter.

Even with these challenges Arkansas PBL continues to excel in the competitive events at the National Leadership Conference. Last year, Arkansas students received more national awards than students from any other state. Seventy-five students placed in 53 individual or team events. Arkansas PBL was also awarded second place in the Largest State Membership category.



**National Website:** <http://www.fbla-pbl.org>

**State Website:** <http://www.arpbl.org>



## Appendix G-7 SkillsUSA

**MISSION:** To empower members to become world-class workers and responsible American citizens.

### STATUS

Current National Membership: 280,000 members in 13,000 chapters

Current Arkansas Membership: 6,373 members in 372 chapters

### STATE ACTIVITIES

Fall Leadership Conferences (2 secondary, 1 postsecondary)

Chapter Management Institute

State Officer Training Sessions (1 secondary, 1 postsecondary)

SkillsUSA State Conference

SkillsUSA National Conference

### CHALLENGES

It is not possible, with existing staff, to fulfill the number of requests to visit schools to inform students about the benefits of participation in SkillsUSA or to provide support and assistance to new advisors. In addition, it is not possible to speak to civic organizations or to expand partnerships with business and industry, although such partnerships would lead to additional business and industry support in donations of money and equipment, as well as business and industry volunteers who would become involved in judging competitions and sharing their knowledge with students at conferences.



**NATIONAL WEBSITE:** [www.skillsusa.org](http://www.skillsusa.org)

**STATE WEBSITE:** <http://dwe.arkansas.gov/skills.htm>

## Appendix G-8 Corporate Testimonials About CTSOs

*ADM is pleased to support the National FFA Organization and its work in educating and developing tomorrow's agricultural leaders. As ADM partners with the FFA to offer scholarships, we strengthen the next generation of agricultural leaders and prepare these students for the next phase of their education.*

Greg Webb  
Vice President, Public Affairs  
Archer Daniels Midland

*As a Fortune 500 energy, grains and foods company, CHS is based on leadership-driven principles through its producer and cooperative member owners in roughly 26 states. We are proud to support FFA and see the organization as a talent pool for the next generation of leaders in our industry and communities across the country.*

William J. Nelson  
President  
CHS Foundation

*There are many reasons that Merial has continued to sponsor FFA for the past 39 years. We have always been impressed by FFA's capability to develop young people by getting them involved in career-related activities and by teaching leadership skills. To that regard, LifeKnowledge is a natural extension of what FFA has always promoted, but with the added benefit that it is an all-encompassing program that offers educational and leadership opportunities to the entire student populations in agricultural education. We are excited to be a continuing partner of FFA and LifeKnowledge, and even more excited about where this program will take agricultural education and the young people enrolled in it for the future.*

Mike Eade  
Executive Director of Sales  
Merial

*The Timberland Company believes "Doing Well and Doing Good" is essential to its success. By sponsoring the Day of Service at the Washington Leadership Conferences and National Convention, Timberland PRO is helping to make an impact in the Washington, DC, and Indianapolis communities, and is also helping to provide the tools for students to make an impact on their local community.*

Stewart Whitney  
Vice President and General Manager  
Timberland PRO

*When it comes to sponsoring the FFA, it's all in the people. The Intervet team is comprised of individuals who represent the highest level of quality and integrity, just like the young adults in the FFA. The caliber and quality of young adults at last year's FFA convention restored my confidence in today's youth and the future of agriculture. Intervet looks forward to sponsoring and working with the FFA now and into the future.*

Brett Whitehead  
Vice President, Animal Health  
Intervet

*UPS is proud to support the FFA and its activities. FFA values the same beliefs that UPS does, like honesty, integrity, hard work, education, and faith. Values matter on the job and in everyday life. At UPS, we believe in giving back to our communities in which we work and live. We believe that in order for UPS to grow, the communities we serve need to be economically and socially healthy. FFA is certainly part of creating those values and the vision for economically and socially healthy communities for the future.*

Bob Severson  
Vice President and COO  
UPS Indiana District

*We appreciate all that the FFA program does to help prepare our youth for leadership in agriculture and other areas of society. Many of our employees have held leadership roles within the FFA organization. Their experience has prepared them well for the positions they hold within our company and in the community. Investing in the FFA is an easy decision that we make with confidence and a smile.*

Scott Beck  
Vice President  
Beck's Hybrids

*Rocky Mountain Clothing, manufacturer of "Cinch jeans and Cruel Girl jeans," is proud to partner with the FFA. FFA is an organization that mirrors many of our company's core values. Their leadership and members' passion for what they do is contagious. It's good to know that the youth who participate in FFA are becoming leaders who understand how important their role is in shaping not only our industry, but also our country for years to come.*

Paul LaRoue  
President  
Rocky Mountain Clothing

*As a 60-year sponsor of the FFA, Lincoln Electric has been a partner in promoting welding and agricultural education. The company views its contribution to the FFA as part of its commitment to training and investing in the next generation of welders. Lincoln has contributed to education by sponsoring the Agricultural Education Proficiency award and donating welder/generators through the FFA.*

Dan Klingman  
The Lincoln Electric Company

*We believe in FFA's commitment to provide students with an opportunity to grow, learn, and contribute to the future of agriculture and food production. As a world-leading agribusiness, Syngenta is committed to sustainable agriculture. And we will need top-industry talent to help us grow—leaders to help navigate the changing demands in agriculture and people with a high level of knowledge and expertise. That's what FFA is all about.*

Vern Hawkins  
Vice President, U.S. Commercial Operations  
Syngenta Crop Protection, Inc.

*Keystone Steel & Wire Co. is very proud to be a 60-year supporter of the National FFA Organization. Our long-standing support is rooted in the notion that FFA provides opportunity for today's young people to grow in their own self. FFA works to instill the attributes of honesty, integrity, leadership, commitment, ambition, and hard work. These are the attributes that are highly prized in our company, and that will be required of tomorrow's business and community leaders. Thank you FFA.*

Vic Stirnaman  
Executive Vice President  
Keystone Steel & Wire - Red Brand

*John Deere takes significant pride in being the longest-running supporter of FFA. As a company, our aim is to distinctly serve customers and we know that quality people are crucial to that objective and our business success. The principles of premier leadership, personal growth and career success delivered through FFA provide young people the foundation for their future no other organization can offer and the future of agriculture is unlimited as a result.*

Douglas DeVries  
Senior Vice President, Agricultural Marketing North America, Australia, Asia  
Deere & Company

## Appendix G-9 Appendix Purdue/Horatio Alger Study

The Purdue study, “A Comparison of Agricultural Education Students to the ‘Typical High School Student’ as Quantified in The State of Our Nation’s Youth: by the Horatio Alger Association,” was issued in the spring of 2000. In addition to the “good news” about FFA membership, it contained recommendations for the National FFA Organization and agricultural education. These are in the process of being shared and considered.



FFA state officers work on state activities.

### Key Findings from the Purdue Study

#### 1. FFA members are more enthusiastic about and attach greater value to their school studies than the average student.

- ✓ FFA members are more actively engaged in school and community activities.
- ✓ FFA members are more likely to believe that the harder they study the more opportunities they will have after graduation.
- ✓ FFA members felt that their agriculture courses were much more challenging, interesting, and exciting than typical students felt about their classes in general.

#### 2. FFA members are more likely than the average student to relate personal effort to success and believe it is important do their best.

- ✓ FFA members are more likely to believe the amount of work they do in school is important to their success later in life.
- ✓ FFA members are more likely to believe it is important to do their best in all of their classes.

#### 3. FFA members are preparing for postsecondary studies in slightly higher numbers and have more sharply defined career objectives than the average student.

- ✓ FFA members are slightly more likely to attend two- and four-year colleges.
- ✓ FFA members are much more likely to identify a career goal in agriculture.
- ✓ FFA members are more likely to identify a specific career rather than a general field.
- ✓ FFA members and non-FFA agriculture students are more likely to be employed while in high school.

The above summary of key findings was taken from the National FFA Organization's publication, “Communicating the Good News! Using the Purdue/Horatio Alger Study to Document the FFA Edge.”

## Appendix H Curriculum and Assessment Operational Support

Chart 25

*Curriculum and Assessment Operational Support  
Budget Proposal*

Assessment and Curriculum Funding Area	Funding Requested	Benefit to Agency
Professional/Industry Curriculum Projects	\$258,000 for each year of the biennium	<p>Frameworks/industry-based assessments are aligned with state and industry standards.</p> <p>Based on current contracts for framework and industry-based assessment development, it is recommended that outside vendors be used to provide materials which otherwise must be generated by state staff and teachers. The current relationship with outside vendors has streamlined the process of curricula and assessment item development for the state agriculture education program. A modest initial investment has allowed the state agriculture education staff to spend more time in the field with teachers and students where they are most effective.</p>
State DWE Staff Development Training	\$22,500 each year of the biennium	Regular attendance at professional workshops is a necessity if the state is to continue to comply with state and federal law and to maintain and increase the viability and credibility of the nationally recognized assessment and curriculum program.
CTE-Program Area (DWE) Staff Development Training	\$20,000 each year of the biennium	Staff development, including industry validation, is a required component of federal Perkins law. The approximate annual cost is 60 percent less than requested for teacher training. Training program staff will allow us to reach exponentially more teachers at a fraction of the cost of direct training. Perkins legislation requires "on-going" staff

CHART continued on next page

CHART continued from previous page

Assessment and Curriculum Funding Area	Funding Requested	Benefit to Agency
		<p>development that can be tracked for no fewer than three consecutive years. With adequate funds, state staff will develop internal training such as data training workshops, curriculum standards review meetings, industry approval workshops/meetings, academic integration training, and instructional alignment workshops. DWE will employ a “train the trainer” strategy to educate state program staff on how to become more effective in training teachers in their individual program areas.</p> <p>The integration of CTE skills with academic skills has been at a conceptual level in the state for several years. As we raise the bar of expectations for our students, we must likewise provide them with the tools to meet those expectations.</p>
In-State Teacher Workshops	\$50,000 each year of the biennium	<p>OAC staff is accountable to program areas, senior management, schools, and education service cooperatives to provide teachers instruction in curriculum framework design, use of the statewide online assessment system, and classroom improvement through the use of state frameworks and industry-based assessment data. The proposed budget will allow a proactive approach to providing experienced training and instruction to areas and districts where it is needed the most. In-state teacher workshops will require off-site locations, speakers, additional facilities/materials and travel reimbursement.</p>

## Accountability

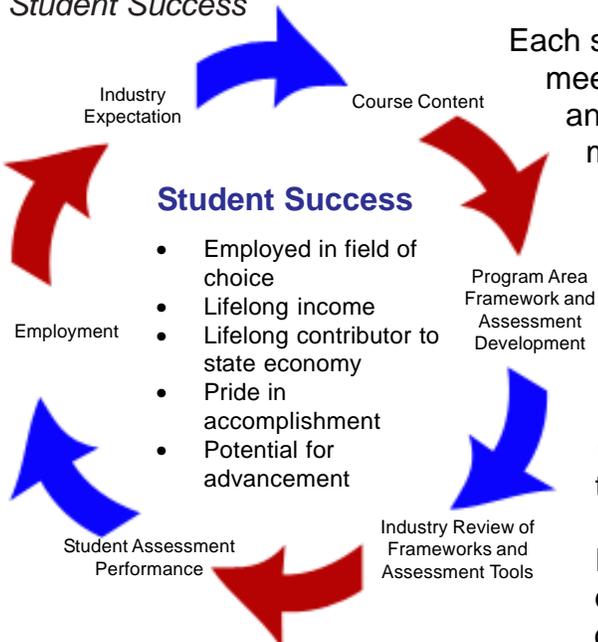
End-of-course assessments are required to meet a Cronbach's Alpha test reliability threshold. If an assessment's Cronbach's Alpha score falls below the state-mandated threshold, the assessment and all item bank questions are reevaluated. Through this process of continual review, the OAC can ensure a high level of accountability for all CTE curriculum and assessment tools and processes. An example of the reliability computations appears in Chart 26.

Chart 26  
Table of Statistics

Number of items	60	Mean	45.73/60 (76.22%)	Standard error of mean	0.4/60 (0.67%)
Minimum achieved score	15/60 (25%)	Median	47/60 (78.33%)	Standard error of measurement	1.6/60 (2.68%)
Maximum achieved score	58/60 (96.67%)	*Mode	44/60 (73.33%)	Test reliability (Cronbach's Alpha)	0.943

## Industry Partnerships

Chart 27  
Student Success



CTE students are provided up-to-date curricula and assessments that have been validated by industry professionals.

Each summer the OAC hosts a series of industry approval meetings covering a variety of vocational program areas and program-specific courses. To ensure OAC resources meet industry expectations, industry professionals are invited to review all curricula and item banks for courses, as well as accompanying end-of-course assessments. This partnership between state government and industry ensures across-the-board content validity.

Effective industry partnerships guarantee course content is rigorous, relevant, and more importantly, up-to-date with industry practices.

In 2000, OAC implemented a self-contained, cost-efficient, time-efficient online assessment registration, delivery, and reporting system. With federal Perkins funds tied to assessment data, it had become apparent the old method of paper-and-pencil testing was too antiquated to meet the state's Perkins reporting needs. In response to this concern, OAC developed the WETest website. WETest is a one-stop, full-service testing portal through which CTE teachers and administrators from around the state can register

students, launch assessments, and access reporting data with the click of the mouse. Designed to be responsive and flexible, WETest, as shown in Chart 28, has evolved over the years and currently features the following components:

Chart 28  
WETest Portal

- ✓ Teacher assessment/class registration
- ✓ Student assessment launch capabilities
- ✓ Testing window/class registration calendars
- ✓ Links to CTE curriculum frameworks
- ✓ Trouble ticketing system
- ✓ Reporting system login
- ✓ Instructional PowerPoints
- ✓ Classroom “Improvement Plan”

Standardized assessment has rapidly become the “norm” in national public education, and CTE is no exception. The past is filled with examples of cumbersome paper-and-pencil tests, unreliable bubble sheets, and data that can be processed only at the speed of the United States Postal Service. Present-day expectations for performance and data collection make the old way of doing things unrealistic.

For this reason the OAC has embraced technology as a tool to help it fulfill and exceed the requirements of a 21<sup>st</sup> century assessment program. Chart 29 on page 77 compares past performance with today’s performance, indicating that Arkansas is prepared to meet the assessment needs of the future.

Through the use of technology, OAC has increased the volume of assessments that can be delivered, reduced the data error rate to less than 1 percent, aligned all assessment questions to curriculum standards, and created a reporting system that provides instant feedback at a fraction of the cost of pencil-and-paper assessment.

Chart 29  
*Assessment Then and Now*

<b>WHERE WE WERE</b>	<b>WHERE WE ARE</b>
Paper Pencil	Online Delivery
20,000 assessments per year	<b>60,000-100,000</b> assessments per year
15 percent error rate	<b>99.49 percent</b> success rate
Vendor-dependent reporting	In-house, on-demand reporting
Tests not tied to curriculum	Tests aligned to curriculum standards
Following convention/paper pencil	<b>Pioneering</b> new trend/online delivery
Stagnant unresponsive system	<b>Evolving</b> to meet educator/student needs

## Appendix I Comprehensive Career Guidance System (Arkansas Kuder Data)

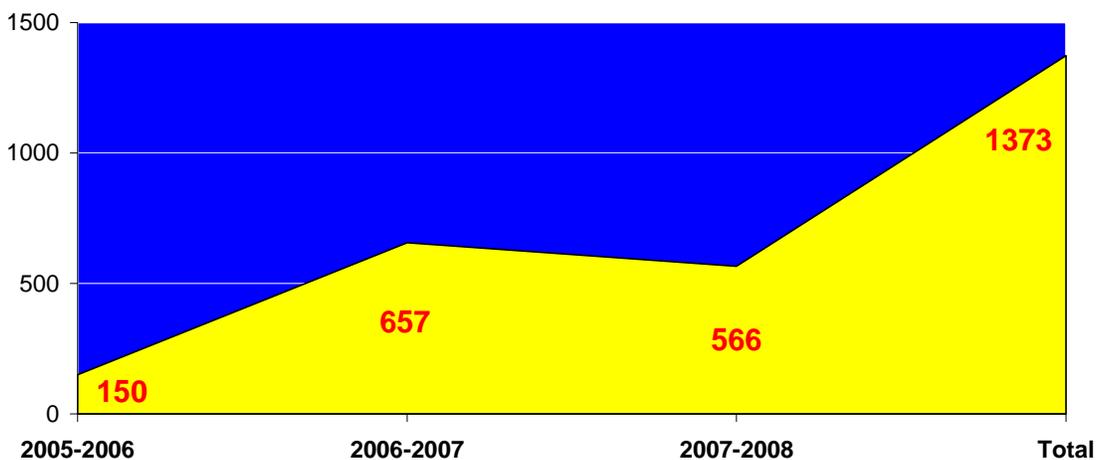
Chart 30

Arkansas Kuder Statistics

<b>Sites registered to use Kuder</b>	<b>522</b>
<b>Number of users in 2007 (users range from elementary school students to adult education students to inmates in correctional facilities)</b>	<b>63,848</b>

Chart 31

Teachers Trained in Kuder since 2005



### 566 Arkansas instructors have been trained in the Kuder system during the past semester at the following sites:

Siloam Springs High School	South Arkansas Community College, El Dorado
Arkansas Workforce Investment Center, Little Rock	University of Arkansas at Fort Smith
Dardanelle High School	Dawson Education Service Cooperative, Arkadelphia
Ozarka College, Melbourne	Henderson State University Graduate Students
Mid-South Community College, West Memphis	Parkview Magnet High School, Little Rock
De Queen High School	University of Arkansas at Monticello
Arch Ford Education Service Cooperative, Plumerville	Osceola Academic Center
North Arkansas Community College, Harrison	Pulaski Technical College, North Little Rock
Southside High School, Fort Smith	Phillips Community College of the Univ. of Arkansas
Rison High School	Univ. of Arkansas Community College-Morrilton
Maynard High School	Southeast Arkansas Community College, Pine Bluff
Central High School, Helena-West Helena	Northwest Ark. Community College, Bentonville
Little Rock School District	Dumas Junior High School
Arkansas Northeastern College, Blytheville	Hot Springs Rehabilitation Center
East Arkansas Community College, Forrest City	Arkansas State University-Beebe

Chart 32  
Kuder Usage by Year

<b>Completed</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008*</b>	<b>Lifetime Unique Users</b>
Kuder Career Search	8,529	39,783	46,936	53,451	57,120	40,354	238,682
Kuder Skills Assessment	6,490	31,451	155	13	15	10	38,019
Kuder Skills Assessment - 16			34,242	39,977	43,793	30,007	143,679
Kuder Skills Assessment - CA					205	189	394
Super's Work Values Inventory - revised	5,254	25,780	260,542	32,120	35,841	23,518	44,972
<b>COMBINED</b>	<b>9,417</b>	<b>44,768</b>	<b>52,441</b>	<b>59,494</b>	<b>63,848</b>	<b>44,358</b>	<b>279,177</b>

Chart 33  
Kuder Preferences

<b>Kuder College and Career Planning Top Favorite Colleges (in order of preference)</b>	<b>Kuder Top Colleges by State (in order of preference) by Location</b>
<b><u>College</u></b>	<b><u>State</u></b>
University of Arkansas	AR
University of Central Arkansas	TX
Arkansas State University-Main Campus	CA
Arkansas Tech University	FL
University of Arkansas at Little Rock	MO
Harding University	GA
Henderson State University	TN
University of Arkansas at Fort Smith	NY
University of Arkansas for Medical Sciences	OK
Hendrix College	LA
Ouachita Baptist University	NC
University of Arkansas at Pine Bluff	MA
Harvard University	AL
John Brown University	IL
Southern Arkansas University - Main Campus	CO
Duke University	MS
Northwest Arkansas Community College	CT
University of Arkansas at Monticello	MI
Arkansas State University-Beebe	OH

KUDER continued on next page

KUDER *continued from previous page*

<b><u>College</u></b>	<b><u>State</u></b>
The University of Texas at Austin	HI
Arkansas Northeastern College	IN
University of Florida	AZ
Baylor University	KS
Florida State University	PA
Yale University	VA
University of Southern California	KY
Lyon College	SC
Arkansas Beauty School	WA
The University of Tennessee	NJ
Texas A & M University	DC
University of Miami	UT
University of the Ozarks	MD
Arkansas State University-Mountain Home	WI
Oklahoma State University-Main Campus	IA
Pulaski Technical College	NE
North Arkansas College	MN
Baptist Health Schools of Nursing and Allied Health	WV
University of Georgia	OR
University of Memphis	AK

Chart 34

*Kuder Favorite Occupations***O\*Net Occupation Title**

Graphic Designers	Child Care Workers
Veterinarians	Zoologists and Wildlife Biologists
Lawyers	Architects, Except Landscape and Naval
Fashion Designers	Physical Therapists
Pediatricians, General	Musicians, Instrumental
Photographers	Hairdressers, Hairstylists, and Cosmetologists
Actors	Anesthesiologists
Interior Designers	Writers and Authors
Multi-Media Artists and Animators	Dancers
Registered Nurses	Clinical, Counseling, and School Psychologists
Computer Programmers	Chief Executives
Surgeons	Coaches and Scouts
Singers	

## Chart 35

*Kuder Favorite Job Matches***Title**

Forensic Scientist -  
Imaging Specialist, Unit Head  
General Contractor  
FBI Investigative Specialist  
Counselor, Senior Services  
Physician  
Theatrical Director/Performer/Educator  
Producer  
Veterinary Technician  
Airline Pilot  
Public Radio Producer and Announcer  
Electrical Engineer  
Internet/Intranet Designer  
Author/Artist

Sports Facility Architect  
City Clerk  
Communications Specialist (PR  
Specialist)  
Artist, Gallery Owner  
Nurse, Pediatric Intensive Care  
Photographer  
Nurse (RN)  
Senior Zookeeper  
Therapist, Medical Rehab.  
Clinical Psychologist  
Attorney  
Carpenter

## **Appendix J**

### **Secondary Area Technical Centers**

#### **HISTORY**

The development of Arkansas's technical centers was made possible by federal and state legislation in the late 1950s and early 1960s. The federal Vocational Education Act of 1963 made construction costs for technical centers an allowable expenditure for federal vocational education funds. The 1964 amendment to Act 328 of 1957 provided for the establishment of technical centers by local school boards. The Little Rock and Fayetteville school districts were the first to apply to the State Board of Education to establish secondary area centers. Metropolitan Vocational Technical Center in Little Rock and Sequoyah Technical High School (later renamed Fayetteville High School West Campus) became the state's first two area centers, opening their doors to students in the 1965-66 school year.

Seven years later, area centers were established in Russellville, Texarkana, and Conway, with classes beginning in the 1972-73 school year. Additional centers in Monticello, Camden, Warren, and Jonesboro were approved the following year, bringing the total number of center to nine.

Act 788 of 1985 authorized the State Board of Education to increase the number of area centers by allowing postsecondary technical schools and education service cooperatives to serve as sponsoring institutions. As a result of the legislation, centers were opened in Bald Knob, Forrest City, Heber Springs, Malvern, Morrilton, Hot Springs, Harrison, and Leslie. Today, the Bald Knob center operates under Arkansas State University-Searcy, and the Morrilton center operates under the South Conway County School District. Crowley's Ridge Technical Institute, Ouachita Technical College, and National Park Community College each operate a secondary area technical center. Three centers ceased to operate because of low enrollment and inadequate funding.

By 2000, 18 area centers were in operation across the state. The Blue Ribbon Commission on Public Education stated in its 2002 final report that vocational-technical courses were not available to all students because of a lack of local course offerings or lack of access to an area technical center.

In 2003, area centers were opened in partnership with Arkansas Northeastern College in Blytheville, East Arkansas Community College in Forrest City, and Phillips Community College of the University of Arkansas in Stuttgart. Phillips Community College then expanded its program offerings to the Helena and DeWitt campuses.

#### **CURRICULUM CHANGES**

The first nine area centers offered traditional vocational education programs such as auto mechanics, building trades, drafting, electronics, machine shop, printing, and welding. Those traditional programs have been updated to reflect current technologies, and new programs have been added. The State Board of Workforce Education and Career Opportunities (SBWECO) has set the minimum number of programs that a secondary technical center must offer at six programs covering five different career clusters. Students now have 36 different programs from which to choose. In addition, some centers offer work-based experiences through internship and youth apprenticeship programs.

## CURRENT STATUS

There are presently 24 technical centers serving 177 high schools; however, more than 60 high schools remain unserved. Students in these schools do not have the same opportunities for career and technical education as their counterparts in schools served by technical centers. Although Act 803 of 1997 authorized SBWECO to establish an area center in each education cooperative service area and in Pulaski County, it should be noted that many high schools within an education service cooperative's service area may lack access to a technical center due to distance, because if a high school is more than 30 minutes from a technical center, it is difficult to utilize services efficiently.

DWE has worked in partnership with other educational entities to develop a system that will provide a seamless transition for students from high school into postsecondary education. Of the 24 secondary technical centers, 17 have established partnerships with institutions of higher education. Students participating in programs at these centers have the opportunity to earn concurrent credit, meaning that they can receive college credit for successfully completing certain college courses while earning high school credit. In the 2006-07 school year, 3,607 high school students earned 24,620 hours of college credit through concurrent credit programs at technical centers, representing a \$1.7 million dollar value to the citizens of Arkansas.

## FUNDING

The secondary area technical centers are funded from two sources: Vocational Center Aid, which is distributed by DWE, and training fees collected by the centers from local high schools that send students to the centers.

The appropriation for the 2007-08 school year is \$20,271,383. This amount includes just over \$8.9 million that flows to the participating high schools as a reimbursement for prior year technical center students. The balance is paid directly to the technical centers on a full-time equivalent (FTE) basis. The distribution formula is as follows:

- ✓ An FTE is defined as one student enrolled in a technical program for six periods per day for one year; therefore, a student enrolled for three hours per day counts as one-half FTE. (Students may enroll for one, two, or three periods per day.)
- ✓ The state total number of FTEs is divided into the Vocational Center Aid fund to determine DWE funding amount per FTE.
- ✓ Each center's funding is then determined by multiplying its number of FTEs by the funding amount per FTE.

The second source of funding for the centers, the training fees paid by sending high schools to the centers, is set in the public school funding formula and is currently \$3,250 per FTE.

## OUTLOOK

There are nine regions of the state that do not have technical centers to provide services. Students in the Batesville, Hope, Melbourne, Mountain Home, Newport, Ozark, Pocahontas, Crossett, and Lake Village areas must rely on their local high schools to provide career and technical programs. Local high school program offerings are typically agriculture, business, and

family and consumer sciences. Many of the programs offered through a secondary technical center are more costly and, consequently, less desirable for the high school to offer. There is a two-year college in each of these communities that could provide up-to-date technical education programs through the secondary center system if funds were available.

## **FUTURE PLANS**

To provide adequate support for existing programs, accommodate expected growth, and provide service to all high school students, an increase in secondary technical center funding is critical. Funding for the next biennium must take into consideration the following needs:

- ✓ Opening of nine new centers
- ✓ Growth of 5 percent per year in existing centers
- ✓ Cost of consumable supplies necessary to the programs
- ✓ Meeting of economic development needs across the state

It is projected that DWE will need \$27,424,500 in 2009-2010 and \$29,369,800 in 2010-2011 to adequately support the secondary area technical center system.

## Appendix K

### Arkansas Technical Careers Student Loan Forgiveness Program

#### STATUS

Nearly 300 technical programs in the fields of computer/information technology, biomedical/biotechnology, and advanced manufacturing have been designated for loan forgiveness. These designated programs cover all undergraduate degree levels, including technical certificates, associate degrees, advanced certificates, and bachelor's degrees.

As the following statistics show, the program has been successful in encouraging students to go into these high-demand fields and to seek jobs in these fields in Arkansas after graduation:

- ✓ 11 four-year public universities, 27 two-year colleges, two technical institutes, and 10 independent universities/colleges offer designated programs.
- ✓ 280 designated programs/majors are available in Arkansas in the three high-demand career fields of computer/information technology, advanced manufacturing, and biomedical/biotechnology.
- ✓ 1,128 students are "in process," which means they have submitted an Intent to Apply Form and are enrolled in a designated program.
- ✓ 2,263 individuals have received loan forgiveness payments as of February 19, 2008.
- ✓ Loan repayments totaling more than \$4.8 million have been made since August 10, 2000 (the date of first repayment).
- ✓ Students receiving loan payments generate an annual payroll in Arkansas of about \$35 million.

## APPENDIX L Arkansas Rehabilitation Services (ARS)

### MISSION

The mission of ARS is to provide opportunities for Arkansans with disabilities to work and to lead productive and independent lives.

This simple mission statement provides the foundation for the many programs and comprehensive services provided by ARS to individuals with disabilities to assist them in preparing for and entering the state's workforce, thus enabling them to become employed tax-paying citizens participating in communities throughout the state. There are approximately 400,000 people with disabilities residing in Arkansas, meaning that Arkansas has one of the highest percentages of working-age adults with disabilities in the nation. The unemployment rate among Arkansans with disabilities is approximately 60 percent, a figure consistent with the national average. The role of ARS is clearly defined—to increase the number of persons with disabilities returning to the workplace where they become productive and independent taxpayers instead of tax users.



**SkillsUSA member Courtney Ward of Texarkana visits with ARS Commissioner Robert P. Treviño (left) and DWE Director Bill Walker (right) at the 2008 SkillsUSA State Championships. At a general session, Courtney expressed her thanks to ARS for providing her with a docking chair lift system. This lift has made Courtney's pursuit of education easier.**

### HISTORY

Vocational Rehabilitation was initiated in the United States with the passage of the Smith-Fess Act in 1920, which permitted the states to participate by providing federal aid. The act provided funding for medical and surgical treatment and vocational training. Arkansas accepted its first funds for this purpose as the result of state legislation in 1923, with the State Board of Education administering the program. ARS has a record of more than 75 years of exemplary performance as the primary state agency providing education, training, and employment to Arkansans with disabilities. The size of the agency and scope of services have continued to grow and improve over the years; however, ARS has continued to operate as a strong state and federal partnership that enjoys bipartisan support because of its record as a strong, cost-effective program that produces documented results.

In 1971, Arkansas legislation transferred administration of the state VR program to the Department of Social and Rehabilitative Services (now the Department of Human Services), and during the time that it was administered by the Department of Social and Rehabilitative Services, the program was known as the Division of Rehabilitation Services. Act 574 of 1993 changed the name of the division to Arkansas Rehabilitation Services and transferred it back to the Department of Education, where it was placed under the oversight of the State Board of Vocational Education as a division of the Vocational and Technical Education Division (now the Department of Workforce Education). ARS was actively involved in the development of legislation resulting in Act 803 of 1997, which created the current structure in which ARS is a division of the Department of Workforce Education.

Since its inception, the public VR program has continually expanded both in terms of additional federal resources and in the numbers and types of disabilities served. In 1943, the agency's scope of services was expanded to include individuals with mental retardation and mental illness, as well as those with physical disabilities. In 1954, the program was again expanded, this time by the inclusion of private non-profit community-based rehabilitation programs, as well as disability-related research and training centers. In 1961, ARS established the Hot Springs Rehabilitation Center (HSRC) that continues to operate today as one of four model state-operated comprehensive medical rehabilitation and vocational training centers in the nation.

More recent changes in federal legislation have increased emphasis on serving special education students as they transition to the world of work. ARS is actively involved in Welfare-to-Work and School-to-Work initiatives in order to ensure that



**Transition Services helps young adults make the transition to postsecondary education or the workplace.**

Arkansans with disabilities participating in these programs are provided opportunities to prepare for and achieve gainful employment. A recently initiated disability management program focuses on assisting employers in developing return-to-work programs for employees experiencing injuries or illnesses, thus reducing workers' compensation costs. ARS also has been required to develop rehabilitation engineering and advanced technology capabilities in order to enhance training and employment opportunities for individuals who are severely disabled.

Federal law now requires that people with severe disabilities must be served first, based upon an order-of-selection, when adequate funds are not available to serve everyone who may be eligible for services. In Arkansas, the demand for services exceeds the funding capacity, meaning that services are limited to those

classified as severely disabled. Although this group of clients requires more comprehensive services over a longer period of time and at a greater cost, ARS continues to place more people with disabilities in employment each year.

In 1990, Congress passed the Americans with Disabilities Act (ADA), the world's first civil rights legislation for people with disabilities. ARS continues guidance and technical assistance to state agencies and the private sector regarding compliance with the ADA.

The Workforce Investment Act of 1998 includes the reenactment of the Rehabilitation Act of 1973 and requires that the states establish a new service delivery system. This new system includes a "one-stop shop" approach involving all agencies that serve people who are unemployed, including those with disabilities. As one of the required partners in Arkansas's one-stop system, called the Career Development Network (CDN), ARS participates in each of 10 local regions with office space, resources, and personnel. ARS's involvement in the CDN system provides Arkansans with disabilities increased opportunities to achieve gainful employment or independent living.

## SUCCESSSES

ARS currently serves approximately 22,000 people with disabilities each year, with several thousand placed in competitive employment. The placement of these individuals in gainful employment represents a significant investment in the state's economy. In fact, in fiscal year 2007, Arkansans with disabilities who received services from ARS were earning an average of only \$85.91 per week prior to ARS's involvement; however, as a result of ARS's job placement services, their earnings increased to an average of \$384.46 per week, bringing their combined annual earnings to more than \$46,000,000 in only their first year of employment.

The federal Office of Management and Budget estimates that for every \$1 spent on VR services, \$7 is returned to the economy. This return on investment is realized in the economic benefit to the individual, the taxes paid, and the elimination or reduction of Social Security, welfare, and other public subsidy payments. One of the most important benefits, however, cannot be measured, and that is the creation of or return to meaningful personal participation in society and the personal dignity and independence achieved by those who have been served.



**Rehabilitation Initial Diagnosis and Assessment for Clients (RIDAC) provides a variety of consultive services regarding ARS clients.**



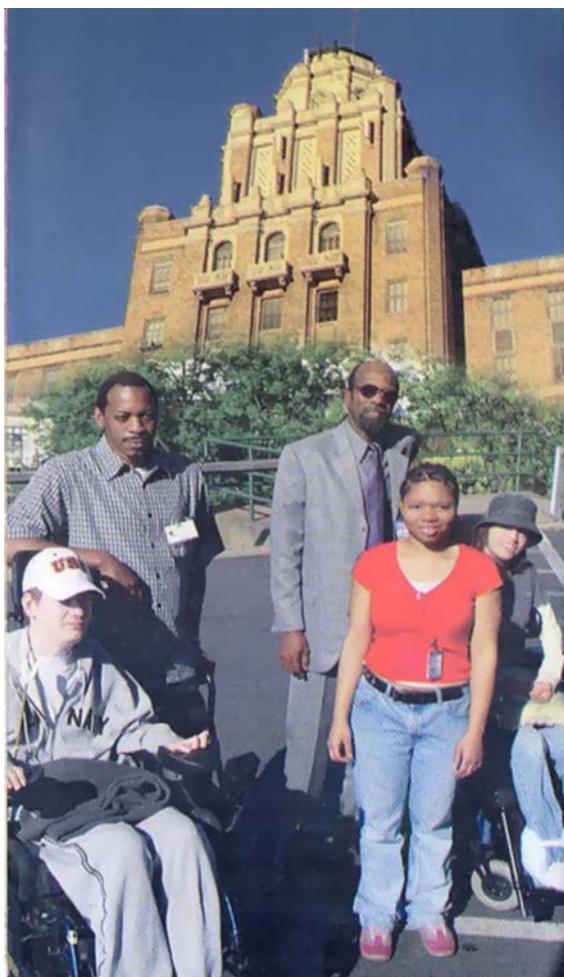
**Increasing Capabilities Access Network (ICAN) assists persons with disabilities in acquiring specialized equipment and assistive technology.**

## OUTLOOK

Over the years, ARS has focused on innovative programs modifications that not only comply with new federal and state initiatives but also enhance the quality of services and improve the employment outcomes of individuals with disabilities. As a result, ARS has received strong support from the executive and legislative branches, as well as from customers served. However, despite the successes ARS has had in assisting individuals with disabilities, ARS has received only basic cost-of-living increases in state and federal funds over the past several years. These cost-of-living increases have not kept pace with cost of providing employment-related services. As a result, the demand for services now significantly exceeds the resources available, a trend that will continue if funding increases are limited to cost-of-living adjustments.

## APPENDIX J

### Arkansas Rehabilitation Services Hot Springs Rehabilitation Center (HSRC)



**The center provides comprehensive medical rehabilitation and vocational training.**

The Hot Springs Rehabilitation Center (HSRC) is a comprehensive rehabilitation program offering both residential and nonresidential vocational services. Approximately 1,000 Arkansas citizens with disabilities are served annually, with an average daily population average of 300. HSRC has two major components: the Hot Springs Rehabilitation Center Hospital and the Arkansas Career Training Institute (ACTI). The center employs 260 people and operates 24 hours per day, 7 days per week.

Services include counseling, case management, vocational evaluation, vocational training, employment readiness, recreation, student living, behavioral enhancement, and job placement. Vocational training is provided in 12 different programs with many programs offering multiple courses of study that can be tailored to meet the learning style and rehabilitation needs of the client.

Every case accepted by HSRC is managed by a rehabilitation counselor and is referred by a counselor in the field program. The center employs eight licensed rehabilitation counselors who plan and oversee clients' programs and work closely with referring field counselors in arranging services to prepare clients for employment. Upon coming to HSRC, each client is provided a vocational evaluation and orientation emphasizing informed client choice. A battery of individualized testing and work trials helps the client and

counselor determine the client's rehabilitation needs and the services to address those needs. Three evaluators and one instructor conduct the evaluations.

Each dormitory area is staffed by house parents who provide supervision and assist students with problems they may encounter in living in a group setting. Student discipline problems occurring after hours are handled by the supervisor of student living. HSRC's Behavior Enhancement Program is designed to reinforce appropriate and desirable student behaviors and to provide a procedure for intervention in cases of inappropriate behaviors. The program uses aspects of a token economy along with monitoring of behaviors to encourage development of behaviors that are appropriate to the workplace. After-hours recreation services are provided to help students adjust to the center's living environment and to provide wholesome leisure activities. A full range of activities ranging from sedentary activities such as bingo to vigorous exercise programs is offered. A weight-management program is also supervised in coordination with dietary services.

### ***Arkansas Career Training Institute***

ACTI provides a variety of vocational services to prepare clients for employment in the competitive labor market. Programs are designed to provide individualized instruction and to allow clients to complete training at their own pace. The 12 career pathways are Auto Collision Repair, Automotive Technology, Building Trades, Business Education, Certified Nursing Assistant, Cosmetology, Environmental Systems Service/Laundry, Food Service, Printing/Bindery, Printing/Offset Press, Sales and Marketing, and Small Engine Mechanics.

### ***Hot Springs Rehabilitation Center Hospital***

The hospital provides full-time nursing services, physical therapy, occupational therapy, speech/language pathology services, social services, psychological services, and pharmacy services. The hospital has a capacity of 28 inpatients. In addition, the hospital provides specialty clinics to ARS clients; these clinics include orthopedic, amputee, spinal cord injury, urology, dental, and psychiatry. The hospital also provides a clinic to treat and manage medical conditions of students enrolled in vocational training programs. The hospital is licensed by the state Department of Health.

### ***Administrative Services***

Administrative Services provides the support necessary to maintain the 21 acres and 29 buildings that house the various center operations, including budget management, finance, and purchasing operations; security; inventory; transportation services and fleet management; admissions; files; and switchboard. The center is largely self-sufficient in its operations, in that it employs its own plumbers, electricians, carpenters, heat/air/refrigeration workers, painters, and boiler operators.

## **Hot Springs Rehabilitation Center Major Project Needs**

1. Demolition of buildings 29 & 29A ..... \$450,000  
The buildings are unusable due to deteriorated condition and water damage. Removal of asbestos and lead paint is required. The site will be landscaped to blend with the national park and will be used for parking for employees and visitors and possible construction (pending funding) of a new student education building. (This plan may require review by and consent of the National Park Service before demolition can begin.)
2. Construction of student education building ..... \$1,500,000  
Construction would be contingent on the demolition of buildings 29 and 29A. Because of space limitations, there is no room for expansion in high-demand program areas.
3. Renovation of building 58 ..... \$50,000  
Because of its condition, this building is currently unoccupied. The building is structurally sound but needs major repairs to plumbing, heating, and electrical systems. It also will require modifications to bring it into compliance with requirements of the Americans with Disabilities Act (ADA). If the building is renovated, it will house an expanded building and trades program.
4. Window replacement, sixth floor of building 1 ..... \$15,000  
Weather damage to the structure has been caused by the design of the windows.

- 
5. Cosmetic repairs to the main building ..... \$200,000  
These repairs would include painting, re-glazing of windows, cleaning of the exterior of building, and installation of thermal windows in conference rooms. Windows in the main building are rusty and in need of repair or repainting. The building exterior needs cleaning to remove mold, mildew, and accumulated dirt and debris.
  6. Repair or replacement of air conditioning system.....\$1,900,000  
(main building & buildings 54 & 53)  
The air ventilation system in the main building is 50 to 70 years old, and two other buildings need ventilation repair. Significant problems with mold and mildew exist. The inefficiency of the air-handling system causes temperature variations of as much as 15 degrees, thus causing a significant waste of energy.
  7. Replacement of secondary electrical system ..... \$150,500  
The secondary electrical system is also 70 years old and needs to be replaced with modern breakers and switches.
  8. Infrastructure repairs ..... \$150,000  
The facility is heated by steam from a central boiler room. Many of the steam lines are more than 70 years old and have begun leaking and thus need replacement or repair.
  9. Hospital and inventory software ..... \$297,190  
The hospital needs to replace the specialized software used to record medical and billing records. The current software is an old version that does not provide the necessary functionality. The software will also include a supply inventory to account for pharmacy, food service, medical supplies, and other related items.
  10. Installation of siding on apartments ..... \$40,000  
The outside appearance of the apartments needs improvement. The exterior is currently painted, but installation of siding would eliminate the need for repainting in the future.

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