

# COLLEGE AND CAREER COACH MANUAL



## *Arkansas College and Career Planning System*

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## **CAREER COACH MODEL**

### **Purpose and Goals of Arkansas Works Program**

The purpose of this program is to significantly increase the number of underrepresented students who enter and remain in postsecondary education; knowledge of and participation in apprenticeships, and exposure to all forms of postsecondary career trainings and certifications. Expansion of the College and Career Planning System, consisting of an Internet-based planning tool and a pilot College and Career Coaches program, will achieve the following objectives:

- Improve the effectiveness of postsecondary advice given to middle/high school students (grades 8-12) and their families, especially in the 21 poorest counties and high schools considered Dropout Factories in Arkansas
- Provide middle/high school students with information about career opportunities in Arkansas and the level of education and skills required in order to be successful in various career fields
- Encourage individuals to learn about, prepare for, and finance a postsecondary education

Expand the Arkansas College and Career Planning System to reach more individuals and specifically target those most in need of services through collaboration among many state agencies such as secondary education, higher education, workforce development, and economic development. This collaboration can prove to be a powerful force for the Governor's Workforce Cabinet and the state's efforts to develop a highly skilled workforce.

While the services of College and Career Coaches will be available to any Arkansan, the coaches will specifically target those middle/high school students who are most in need of college and career planning services. Coaches with the assistance of school administration, counselors and faculty will identify students for services while they are in middle and high school and encourage them to aspire to postsecondary education as the means to a career that will afford economic self-sufficiency.

*(Source: Arkansas Works grant proposal, 2009)*

## **ESTABLISHING LOCAL CAREER COACH PROGRAM**

### **ADMINISTRATION**

The Career Coach Model is designed on a team approach. The Career Coach; Career Coach Supervisor; School Administrators, Counseling, and Teaching Staff will all serve important roles in the success the overall project. Individuals will have specific responsibilities, as it relates to the administration of this program. Those roles and responsibilities for each individual are outlined, as the follows:

#### **Career Coach**

##### *Expectations and Responsibilities*

While the day-to-day functions of the Career Coach will vary according to local needs, his/her specific duties may include some or all of the following:

- Providing early outreach to low-income students and their parents with information about the importance of postsecondary education, as well as accurate information on how to prepare, apply, and pay for it
- Providing interest inventories and skills assessments to assist individuals in making informed career decisions
- Facilitating the development of individual career plans and portfolios
- Assisting students with enrolling in education or training programs
- Providing information on careers, career pathways, and educational requirements
- Providing opportunities for job shadowing, mentoring, internships, visits to business and industry, and other career awareness activities
- Providing or connecting low-income students to support services that will ease the transition to postsecondary education
- Connecting educationally disadvantaged youth and adults to “bridge programs” that teach basic academic skills in the context of training for advancement to better jobs and postsecondary education
- Connecting students to academic enrichment activities such as study groups, tutoring, and workshops on study skills
- Connecting high school students to early college programs, Advanced Placement classes, and academic and career and technical education (CTE) and concurrent-credit enrollment
- Providing a continuum of career guidance to ease the transition of students from middle school to high school to postsecondary education or training and ultimately to the workplace

In addition to those daily functions, Career Coaches will be expected to:

- Provide calendar of upcoming events and activities to College and School administrators and staff
- Update any changes to contact information with College and School administrators and staff
- Notify College and School administrators of any necessary changes to schedule and calendars
- Request yearly calendars from assigned target schools prior to start of each academic year
- Follow-up with Schools on a regular basis to ensure that changes to the calendar have not occurred

## *Student Records Management*

Arkansas Works will provide the Career Coach with sample forms to assist in maintaining student information and collecting data on outcomes as part of the coaching relationship between the Career Coach and student. All of these forms can be modified to meet the individual needs of the Career Coach and the population of students they serve.

The Career Coach should select a form of record keeping that will assist them in organizing information and tracking their students. The Career Coach's selected record keeping system should include utilization of the Arkansas College and Career Planning System (powered by Kuder) and shall contain documents and information from the list in Table 6. To ensure progress towards Arkansas Works goals and objectives, the Career Coach's selected record keeping system should be utilized to monitor and verify participant performance and advancement, services received, graduation, and post-secondary status.

<b>Table 6: Files and/or Database Information</b>	
Academic advising records	Documentation of services provided
Application to post-secondary programs	Evaluation forms
Apprenticeships Documentation (if applicable)	Financial Aid Application
Standardized test scores	Personal counseling records
Career Advising records	Post-secondary program enrollment
Career and Academic Plan (initial and most recent)*	Referrals
Class schedule	Tutorial records/evaluations
Career and Technical Education Involvement	Student Intake Form
Cumulative GPA	Events and activities/participation

The Career Coach shall add data to their selected record keeping system. All service and program tracking forms should be reviewed and maintained in the selected record keeping system. All services should be documented and entered into the selected record keeping system on a regular basis. The Career Coach should review documentation with students on a regular basis to determine if adequate services are being provided and to evaluate the need for additional services. The Career Coach in an effort to conserve resources should whenever possible utilize electronic systems to maintain student's records and information. Career Coaches will have access to academic sensitive information and must adhere to established Family Educational Rights and Privacy Act (FERPA) guidelines, which will be provide to all Career Coaches.

## *Resources Management*

The Career Coach should develop a record system for all equipment and supplies, purchased with Arkansas Works funds, which cost \$200 or greater. These items shall be placed on an inventory list and tracked annually. Videos, computer software, books, and other educational, career, and counseling materials shall be tracked on an inventory supply list. These tracking lists will ensure proper history and maintenance of Arkansas Works expenditures for equipment and supplies. The tracking of pens, paper, paper clips and other general office supplies are not necessary.

## **Career Coach Supervisor**

### *Expectations and Responsibilities*

Although the Career Coach Model has been developed on a team approach, the Career Coach Supervisor will be solely responsible for the day-to-day supervision of all aspects of the local program. The Career Coach Supervisor will ensure that the program follows and utilizes all administrative and financial controls currently required by their Public Entity. The Career Coach Supervisor may have additional duties as defined by their Public Entity other than the Arkansas Works program. However, the Career Coach Supervisor is to ensure that the Career Coach's time commitment and allocated financial resources are one-hundred percent (100%) for the benefit of Arkansas Works. Time and effort documentation should be maintained for all Career Coaches and available, if requested, to the Arkansas Department of Career Education, Workforce Services and/or U.S Department of Labor.

The Career Coach Supervisor will also be responsible for ensuring the Career Coach and their College meets established deadlines for submission of reports and requests from the Arkansas Department of Career Education. Prompt attention to Career Coach and College requests is important to assure program success. The Department of Career Education will always notify the Career Coach Supervisor regarding the date by which a response is needed. The initiative has strict criteria for success and future funding is dependent on local success.

### *Personnel Management*

The Career Coach Supervisor will be responsible for all aspects of management for the Career Coach including performance evaluations. Annual Career Coach Evaluations shall be completed for the Career Coach. The Career Coach and Supervisor should complete a performance review form approved by their College. At a scheduled conference, the Career Coach and Career Coach Supervisor should discuss the past years personal performance, contribution to grant objectives and agree to program and personal goals for the coming year. The Career Coach Supervisor should include feedback from School Administrators, Counselors, Teachers, students; and data collected from Kuder Navigator in the evaluation process. A copy of the evaluation should be given to the Career Coach, kept in the Career Coach Supervisor's files and forwarded to Human Resources, if required by the Public Entity. Specific measurable performance objectives for the Career Coach should be based on program objectives. Personal objectives should be developed and reviewed quarterly for any performance deficit areas.

Meetings with the Career Coach Supervisor and Career Coach should be held on a regular basis to monitor progress toward meeting grant goals and objectives, perform ongoing program planning, and engage in staff development activities. The frequency of these meetings will be determined by the Career Coach Supervisor. Career Coach Programs that required regularly scheduled contact between the Career Coach and his/her Career Coach Supervisor experienced higher success rates than those that did not maintain consistent communication (*Virginia Community College System, Career Coach Manual, September 2009 version*).

Career Coaches, as they are employees of the Public Entity, should be encouraged by the Career Coach Supervisor to seek participation in administrative and staff councils of the Public Entity; meetings; and community development, if desired and available. Such involvement will allow the Career Coach to have a better understanding of the Public Entity, community, and population they will serve. Additionally, the Career Coach should participate as the Arkansas Works budget allows in state, regional, and national staff

development activities that are appropriate and relevant to the Arkansas Works program (i.e. Financial Aid Trainings, Arkansas Association of Colleges and Employers).

### *Financial Management*

The Career Coach Supervisor shall be the initial approver of all expenditure requests from the Arkansas Works grant for the Public Entity. Expenditures incurred for support of the Career Coach's activities are reimbursable and should be submitted by the Public Entity's business or finance office to the Arkansas Department of Career Education for payment. Requests for payment will be approved by the Arkansas Department of Career Education in compliance with Arkansas Works and TANF regulations and remitted to the Public Entity in form of check or direct deposit. The Public Entity is to notify the Arkansas Department of Career Education of their preferred method of payment. Allowable costs and expenditures have been outlined in the Memorandum of Understanding (MOU). Any expenditure determined to be unallowable by the Arkansas Department of Career Education will be denied for payment and will become the financial responsibility of the College.

The payment schedule has been outlined in the MOU. Payments submitted late may be denied and will then become the financial responsibility of the Public Entity. However if Public Entities need to be reimbursed on a more frequent schedule, they should notify the Arkansas Department of Career Education.

The Career Coach Supervisor should closely monitor all expenditures of the grant's budget to ensure that the expenditures will not exceed budgeted amounts. Any amounts submitted for reimbursement that exceed budgeted amounts will be denied and will become the responsibility of the Public Entity. A review of financial records may be conducted by the Arkansas Department of Career Education during the Public Entities' site visit.

Career Coach Supervisors should ensure that the full budgeted amount in each category is utilized. The funds allocated for support of the Career Coach are to provide resources for high quality personnel, programs and services. Public Entities should not return more than ten percent (10%) of their total budget to the Arkansas Department of Career Education without prior approval. If a College returns more than ten percent (10%) of their total budget to the Arkansas Department of Career Education without prior approval, their local program may be subject for review to determine future need to reduce or reassign their resources.

In addition to the aforementioned responsibilities, Career Coach Supervisors will also be expected to:

- Provide schools and Arkansas Department of Career Education with his/her contact or designee's contact information
- Hire Career Coaches in accordance with Arkansas Works guidelines regarding, qualifications and salary
- Provide Career Coach with an office, desk, laptop computer, and access to a printer and telephone
- Assign Career Coach to the school(s) they will be serving. As a note, Career Coach Supervisors should make every effort to assign the Career Coach to the Middle School, which is a feeder to their assigned High School. Doing so will provide continuity and develop relationships with students as the Career Coach serves them throughout their academic career.

- Provide necessary guidance to Career Coaches, and coordinate with schools to ensure that Career Coaches complete required forms and procedures to be eligible to work with minors and in schools. This may include TB Testing and background checks
- In collaboration with the schools, develop a local plan between the college and schools that addresses the Career Coach's working hours in the schools and duties
- Ensure that new Career Coaches receive orientation to Public Entities, schools and Arkansas Works policies and procedures
- Contact the Arkansas Department of Career Education, when a coach leaves or is added to his/her Public Entity
- Meet on a regular basis with key personnel from the schools and Public Entity to update these individuals on the goals and objectives of the program
- Ensure that the Career Coach has a school based mentor/contact person who can assist the Career Coach, while in the schools
- Introduce the Career Coach to personnel and faculty who can serve as guest speakers and/or program-area specialists for coaches to utilize in working with students

### **School Administrator, Counseling, and Teaching Staff**

#### *Expectations and Responsibilities*

As an integral component the Arkansas Works program, the Career Coach and Career Coach Supervisor will be greatly dependent upon school administrators, counselors and teachers for data on students; access to students; and usage school facilities and resources. School officials will be expected to perform the following responsibilities to assist Career Coaches and Supervisors meet the desired outcomes of the grant:

- Following the lead of the Public Entity and Career Coach Supervisors, assist in the hiring process of Career Coaches
- Provide necessary guidance to Career Coaches, and coordinate with the Career Coach Supervisor to ensure that Career Coaches complete required forms and procedures to be eligible to work in the school.
- Provide the Career Coach with a Academic Year calendar
- Notify the Career Coach and/or Public Entity, when changes to the calendar occur
- Help determine a work schedule that provides the most exposure to students and helps the coach meet students' needs.
- Identify the role of the Career Coach as a member of the School Counseling team
- Introduce the Career Coach to the school, faculty, and staff and orient the Career Coach on working with the appropriate staff members
- Provide appropriate meeting space for individual and small group activities offered by the Career Coach
- Provide feedback to the Career Coach Supervisor regarding the Career Coach's job performance
- Provide the Career Coach with opportunities to market his/her services to staff, teachers, students, parents and other relevant stakeholders through various methods and media (i.e. newsletters, flyers, school Web site, school announcements, etc.).
- Complete annual Arkansas Department of Career Education survey
- Be responsive to requests for participation with external evaluations authorized by the Arkansas Department of Career Education

- Designate a representative with whom the Career Coach and his/her Career Coach Supervisor should maintain primary contact
- Meet with the Career Coach on a regular basis to discuss the delivery of Career Coach services, providing necessary approval and logistic support when needed
- Establish information-sharing protocol between the school counseling staff and the Career Coach with respect to goal-setting and planning with the student
- Provide the Career Coach with the school's procedures for students who exhibit language or behaviors that indicate harm to self, harm to others and harm being caused to the student

## **MARKETING**

### **Inform the Target Area of the Goals and Objectives of the Program**

The local Arkansas Works program and Career Coach should use a comprehensive information system to inform potential participants, target schools' staff and administrators, and community organizations about the goals, objectives and services provided through the program. The system should include the use of multifaceted sources including those stated more specifically in Table 1.

<b>Table 1: Plan to Inform Potential Participants, Target Schools and Community Organizations</b>		
<b>Plan to Inform Potential Participants</b>		
School Presentations	Workforce Services Centers	At-Risk Counselors
College Website	Student Registrations	Information Packets
Vocational Rehabilitation	School Board Meetings	Posters/Flyers
Adult Education Centers	School Counselors	Brochures/Mailings
<b>Plan to Inform Target Schools</b>		
School Board Presentations	Student Registration	School Website
Counselor Workshops	Posters and Brochures	College Website
Classroom Presentations	Teacher In-Services	Open House Presentations
<b>Plan to Inform Community Organizations</b>		
Workforce Services Centers	Educational Cooperatives	Chamber Activities
Boys and Girls Clubs	Boy Scouts	Target Area Radio Stations
Vocational Rehabilitation	Girl Scouts	Target Area News Papers
Big Brother/Big Sister	Goodwill	Community Organizations/Churches

Public Entities will be provided marketing materials and format from the Arkansas Department of Career Education. Marketing materials and presentations shall indicate all activities and services are free and made available through a Sub-recipient grant from the Arkansas Department of Career Education supported by the Arkansas Department of Workforce Services - Temporary Assistance for Needy Families (TANF) funding.

### **Gaining Access to Students who will be served by the Program.**

The Career Coach will need opportunities during the class day to meet with students to discuss their college and career plans. School administrators, School Counselors and Teachers will serve as the "gatekeepers" of these opportunities. The Career Coach Supervisor will be responsible for initiating contact, scheduling, planning and attending the initial meeting with School Administrators, Counselors, Teachers and Career Coach. The Career Coach Supervisor will also be responsible for sharing expectations with school officials as it relates to access to students. The Career Coach with the assistance of their supervisor and school officials should have a clear understanding of the expectations

and limitations as it relates to access to students and his/her personal records. During the initial meeting, key factors should be expressed and our outlined in Table 2.

<b>Table 2: Key Factors to Address Concerning Career Coach Access to Students</b>	
What area(s) will be reserved for the Career Coach use?	What is the expectation for meeting with parents?
What Classes are available for classroom sessions?	What work can be done at the high school?
When is the coach allowed to meet with students individually?	What work can be done off -site? (This is a question more appropriately resolved with the Public Entity supervisor before meeting and confirming with the school principal)
What hours will the coach work in the schools?	What documents in the students file will the Career Coach be allowed access to viewing and/or copying?
What are the policies with respect to meeting with students and/or parents after school hours?	What documents in the students file will the Career Coach be denied access to viewing and/or copying?
What is the school's policy for college visits?	What is the school's policy for transporting students?

### **Identify and Recruit Participants to be served by the Program.**

Per the grant agreement, all Arkansans are eligible to receive assistance and services from the Arkansas Works program. However, the Career Coach will treat with “High Priority” those students who are the most in need of career planning services. The Career Coach should consult with teachers; counselors; school administrators; and community individuals and agencies to identify students who are in need of services. In addition to referrals from school officials, the Career Coach should use recruitment strategies to encourage underrepresented students to seek services. For example, Colleges and Universities currently serve more females than males, so the Career Coach would review quarterly the numbers of participants in relationship to gender and meet with his/her Career Supervisor to discuss recruitment strategies to increase male participation.

Recruitment strategies may include:

- Notifying counselors of recruitment goals for underrepresented groups
- Structuring advertisement materials to reflect and showcase accomplishments of underrepresented groups
- Providing applications and information packets in alternative formats (i.e. Spanish and on tape).

Any additional enrollment goals related to particular groups are established at the beginning of each program year and detailed in minutes from meetings.

### **High Priority**

Students who meet the following guidelines, which are outlined in Table 3, will be prioritized for services from this program:

<b>Table 3: Guidelines for Identifying Students as High Priority for Services</b>	
Low-Income (Qualifies for Free/Reduced Lunch)	Have not completed pre-Algebra or Algebra by grade 9
Low Standardized Test Scores in Reading and/or Math	Limited English Proficiency
Low Educational Aspirations	Teenage Pregnancy/Mother
Lack of Challenging College Preparation Courses	Low School Attendance

Lack of Work Experience	Neither Parent has completed High School
Lack of Career Goals	Neither Parent has completed College
Lack of Exposure or Knowledge of Career and Technical Educational, Apprenticeships and Training Opportunities	<b><i>Information should be obtained in consultation with Student, School Counselors, Administrators, and Department of Career Education</i></b>

All students, including those considered of “High Priority”, should be identified and recruited for services by using the following system as outlined in Table 4.

<b>Table 4: Identification and Recruitment Process</b>
<b>Identification</b>
<b>1)</b> The Career Coach will meet with target school administration and staff by the end of February (Spring Semester) and October (Fall Semester) of each program year.
<b>2)</b> Program materials and current contact information disseminated to each target school by February (Spring Semester) and October (Fall Semester) of each program year.
<b>3)</b> Student information sessions by the Career Coach scheduled at yearly meetings with target school staff by February (Spring Semester) and October (Fall Semester) of each program year.
<b>4) High Priority</b> - High school students who meet higher risk guidelines will be identified through contacts with counselors who work with “at risk” students at each of the target schools.
<b>5) High Priority</b> - The Career Coach will contact middle school counselors to identify 8th graders meeting higher risk criteria at the middle schools.
<b>Recruitment</b>
<b>1)</b> Identified students will be given Arkansas Works materials and Student Intake Form by the appropriate high school guidance counselor, teacher, administrator, or Career Coach.
<b>2)</b> When the Student Intake Form is received, the student will be contacted by a Career Coach within 10 working days to encourage receiving services.
<b>3) High Priority</b> - The Career Coach will meet with higher need students at his/her high schools individually to encourage completion of Student Intake Form.
<b>4) High Priority</b> - The Career Coach will meet with 8 <sup>th</sup> grade students who meet higher risk criteria at his/her middle school to present information on the program and encourage completion of the Student Intake Form.

Upon identification of students who are in need or desiring services from the program, students will be encouraged to complete a Student Intake Form. Some examples of information that may be obtained are outlined in Table 5 (required information has been indicated with an asterisk (\*)). The Career Coach is encouraged to modify requested information to address the needs of his/her local program. The data obtained from the form should be to assist the Career Coach in providing more relevant services to the student.

<b>Table 5: Student Intake Form Information</b>	
Legal Name – First and Last*	Name of Target School*
Preferred Name	Post-Graduate Plans/Educational Aspirations
Date of Birth*	Career Aspirations
Name of Target School*	Anticipated Date of Graduation
<i>*Required Fields</i>	

## **COLLEGE AND CAREER PLANS (CAREER PORTFOLIOS)**

### **Development of College and Career Plan (Career Portfolio)**

The Career Coach shall in collaboration with the Career Development Team provide college and career planning resources and services. The Career Development Team will consist of the Career Coach, Career Orientation Instructor, Career Guidance Counselor and Principal. With the assistance of the internet based college and career planning system, Kuder Navigator, the Career Coach will administer the necessary career assessment instruments to determine participants' college and career goals; skills; abilities; interests; and most pressing needs. Information obtained from the Student Intake Form; personal interviews with students; and Kuder results should be used to develop or revise the student's College and Career Plan (Career Portfolio).

The College and Career Plan (Career Portfolio) is completed by each student and will include courses taken; needed courses for graduation from high school; courses needed to pursue postsecondary education and/or training; tutoring needs; financial aid planning; goal setting; study skills development; career development; and career and post-graduation aspirations. The initial College and Career Plans (Career Portfolios) for 8<sup>th</sup> graders shall be completed with assistance of the Career Coach and Career Orientation Instructor. Verification of completion shall be documented by his/her Career Coach within thirty (30) days of initial contact and completion of the Student Intake Form. The Career Coach shall request College and Career Plans (Career Portfolios) from 9-12 grade students Career Guidance Counselors for review. Verification of review and/ or revision shall be documented within thirty (30) days of initial contact and completion of the Student Intake Form.

### **Implementation and Monitoring of the College and Career Plan**

The Career Orientation Instructor is responsible for the development of the Career Plan and School Counselors are responsible for revising the Career Plan annually. Career Coaches are to assist with the development and revision of Career Plans; however the Career Orientation and School Counselor may request Career Coaches fully oversee the development and revision process.

The College and Career Plans (Career Portfolios) will function as a dynamic contract between the Career Development team and the participant. The Career Coach will be assigned to target schools for the purpose of executing and monitoring the College and Career Plan (Career Portfolio). The Career Coach will be able to access participant files immediately through networked databases and Kuder, thus ensuring efficient tracking and monitoring.

Career Orientation Instructors and Counselors will be notified when a student initiates participation and completes a Student Intake Form for the Arkansas Works program. In addition to assisting students with his/her College and Career Plans (Career Portfolio), the Career Coach will monitor classes, progress reports, and final grades of each participant. Information on tutoring, study groups, and workshops on study skills will be provided to students on a regular basis.

A comprehensive review of College and Career Plan (Career Portfolio) is completed twice annually by the Career Coach through Kuder Navigator, once after the first semester of classes and once after the second semester of classes. Reviews will be completed by February and June of each program year to monitor completion and updating of College and Career Plans (Career Portfolio) and need for further participant assessment. As a participant's needs and achievements change, appropriate adjustments will be made to the student's Career Portfolio. The Career Coach will only be responsible for assisting the student to

identify information to be placed or updated on the College and Career Plan (Career Portfolio). As stated earlier, the responsibility of updating of the College and Career Plan (Career Portfolio) will be the sole responsibility of the School Counselor on an annual basis.

## **ACTIVITIES AND SERVICES**

### **Participant Contact**

All contact and services provided should be documented and filed. The Career Coach should encourage to use various avenues to connect with participants (i.e. emails, phone calls, Face Book, MySpace, etc.), however only face-to-face contact (i.e. one-on-one sessions, small group sessions, presentations, etc.) may be counted as contact time or activities. Guidelines for delivery of services are as follows:

#### **Guidelines for Delivery of Services**

##### **Co-Location**

Career Coaches are co-located. Co-location is defined as being employed by the Public Entity and providing services to students in the middle/high schools in the approved counties. Career Coaches should travel to their assigned schools to deliver services. Students should not be required nor are they expected to come to the Public Entity to receive services from the Career Coach.

##### **Assigned Schools**

Career Coaches should provide services to students in their assigned high schools only. In special circumstances and not with the expectation of occurring on a regular basis, exceptions would be:

- All Career Coaches have planned a group activity for all of their assigned schools.
- Preventing absence of a Career Coach due to leave (annual or sick); resignation; or termination.
- Necessity of a Career Coach's skill or expertise not held by the assigned Career Coach.

## **PROGRAMS AND SERVICES**

### **Academic Preparation for College**

#### **Allowable Delivery of Services**

- Career Coaches may provide this service through assisting Career Orientation Teachers and School Counselors with the development and revising of 6-year College and Career Plans.
- Career Coaches may provide this service by advising students of the benefit of enrolling in continuously in Smart Core; Concurrent Course Work; and Career and Technical Education.
- Career Coaches may provide this service through attending Parent/Teacher Conferences or events.
- Career Coaches may assist School Counselors and Teachers develop their CAP programs.

#### **Unallowable Delivery of Services**

- Career Coaches may assist with developing and revising College and Career Plans; however Career Coaches may not be designated as the individual responsible for development and revision of College and Career Plans for their assigned schools.
- Career Coaches may assist with the development and implementation of CAP programs; however Career Coaches may not be designated as the individual responsible for the CAP program.

### **Plan for Postsecondary Education**

#### **Allowable Delivery of Services**

- Career Coaches may provide this service by assisting School Counselors plan College Visits for students.
- Career Coaches may assist students with their research of postsecondary institutions.
- Career Coaches may provide this service by advising students of the benefits of enrolling in postsecondary education.
- Career Coaches may provide this service by inviting postsecondary education institutions to share information with students.

- Career Coaches may provide this service by accompanying students with school appointed chaperones (if required by school) on College Visits.
- Career Coaches may provide this service by assisting students complete and submit applications for postsecondary institutions.
- Career Coaches may provide this service by assisting School Counselors register students for ACT, SAT, and/or COMPASS test and reviewing and discussing results.
- Career Coaches may provide this service by assisting students register for ACT remediation summer courses.
- Career Coaches may provide this service by assisting designated program management personnel with the ACT remediation summer courses (i.e. following up with registered students, assist with preparing materials for courses; assisting with monitoring student's progress throughout course; assist with recording the performance of student at the conclusion of the course).
- Career Coaches may escort students to College-focused lectures and presentations.
- Career Coaches may provide this service through attending Parent/Teacher Conferences or events.

#### **Unallowable Delivery of Services**

- Career Coaches may not be used as an additional staff in their College admissions office. Once a student submits an application for admission to the college, it then becomes the responsibility of the college to process the application and determine admission.
- Career Coaches may not be used to recruit students strictly to their College. Career Coaches should be recruiters for postsecondary education in general.

#### **Information on Financial Aid**

##### **Allowable Delivery of Services**

- Career Coaches may provide information to students about available state and federal financial resources.
- Career Coaches may provide assistance to students with completing applications for state and federal financial aid.
- Career Coaches may assist with or develop financial aid workshops or events.
- Career Coaches may provide assistance to students with reviewing financial aid award letters (i.e. explanation of aid; providing advice on types of aid and offers to accept).

##### **Unallowable Delivery of Services**

- Career Coaches may not be used as an additional staff in their College Financial Aid office. Once a student submits an application for financial aid to the college, it then becomes the responsibility of the college to process the application and determine financial aid awards.

#### **Connection between Education and Careers**

##### **Allowable Delivery of Services**

- Career Coaches may advise students about the benefits of Career and Technical Education, internships, job shadowing, cooperative education, and apprenticeships.
- Career Coaches may assist students locate opportunities for internships, job shadowing, cooperative education, and apprenticeships.
- Career Coaches may invite Business/Industry individuals to speak to their students about their careers.
- Career Coaches may escort students to Career-focused lectures and presentations.

##### **Unallowable Delivery of Services**

- Career Coaches may not be used as additional staff in Secondary Career and Technical Centers.

#### **Transitioning to Postsecondary Education**

##### **Allowable Delivery of Services**

- Career Coaches may provide information to students about available support services at their chosen postsecondary institution.
- Career Coaches may provide workshops on available support services in postsecondary education.
- Career Coaches may advise students on the benefits of participating in Orientations.
- Career Coaches may assist students register for Orientation at the student's chosen postsecondary institution.
- Career Coaches may assist their students during Orientation.

##### **Unallowable Delivery of Services**

- Career Coaches may not be used as additional Orientation Staff for their College.
- Career Coaches may not be required to present sessions or oversee activities at Orientation.

**PLEASE NOTE:**

*This is not an exhaustive list. Career Coaches and Supervisors may desire to utilize activities or programs not listed to deliver services; however the Career Coach Supervisor must request prior approval from the Arkansas Department of Career Education to delivery services in a format not outlined in this document. If a Career Coach or Supervisor is uncertain whether a program or activity will be considered allowable, the Career Coach Supervisor should seek clarification from the Arkansas Department of Career Education prior to implementation of the questionable program or activity. If prior approval is not received and a program or activity is determined to be Unallowable, the financial resources devoted to the Unallowable program or activity may not be reimbursable and will then become the financial responsibility of the College.*

**Parents and/or Guardians Contact**

Involvement of parent(s) and/or guardians in the college and career planning process for their students is paramount. Parent(s) and/or guardians can assist in reinforcing information and ideas being presented by Career Coaches. For that reason, Career Coach will be expected to incorporate parents and/or guardians as much as possible. Presentations, program, or services should be targeted towards student’s parents and/or guardian at least three (3) times per year. To encourage parent and/or guardian participation input and feedback, Career Coaches should utilize some of the following activities, programs and services:

- Invite Parents to Student Focused Activities
- Parent and/or Guardian Arkansas Works Information Sessions
- Present Workshops to assist Parent(s) and/or Guardians with College and Career Planning
- Distribute handbooks and/or marketing materials to Parent(s) and/or Guardians
- Invite Parents to Attend College Visits as Chaperones
- Provide Parent(s) and/or Guardians with Newsletter
- Financial Aid Workshops
- College Admissions Workshops
- Financial Literacy Workshops
- Parent Advisory Boards

**Summer and Academic Year ACT Academies**

All Career Coach Programs, which participated in the ACT Academy for academic year 2011-2012, will be eligible and prioritized for participation and funding for academic year 2012-2013, if supported by their participating school districts. Those programs not participating during academic year 2011-2012 eligibility will determined based on availability of funds. The guideline and structure for the ACT academies is as follows:

**ACT Academy**

**Program Purpose**

The purpose of the ACT Academy is to address two of the Arkansas Works Performance Measures: Reduce Remediation and Increase ACT Scores. The state of Arkansas is currently spending over 64 million dollars a year to remediate students at the postsecondary education level. Students at alarming rates are enrolling in developmental courses for which they will receive no credit towards graduation. These same developmental courses cost the same as college level coursework. In addition, many students may become eligible for various scholarships (i.e. Arkansas Challenge), because they are able to

increase their ACT scores. Services provided through this program will assist students identify areas of deficit on the ACT and increase their opportunity to perform better on the ACT or equivalent exams in the future.

### **Funding Source**

The Summer and Academic Year components of the ACT Academy will receive funding from the Arkansas Department of Workforce Services, Arkansas Department of Higher Education and local school districts.

### **Program Structure**

The ACT Academy will be used to provide workshops and ACT remediation/preparation instruction to generate the skills and motivation necessary for participants to succeed in ACT testing, secondary education, and beyond. Workshops conducted by College and Career Coaches will consist of events and activities addressing College and Career Planning. The ACT remediation and preparation will be instructed by trained certified teachers, College developmental faculty, and/or Subject Matter Experts and cover the subject areas of English, Reading, Math, and/or Science. Student's current level of skills in the subject areas will be assessed through evaluation of results from prior standardized tests (ACT, PSAT, PLAN, COMPASS, and/or ASSET). College and Career Coaches will be responsible for assisting instructors in their ACT courses.

### **Program Management**

The Academies will be administered through the 13 Two-Year Colleges and 1 Education Service Cooperative participating in the Arkansas Works Initiative. Administration of the ACT Academy program will consist of the following:

- Developing the ACT schedule
- Identifying Students
  - Reviewing Student Records
  - Contacting Eligible Students
  - Providing Contracts to Students
- Securing Instruction Sites
- Document Management
  - Submitting appropriate forms to the Department of Career Education in a timely manner
- Personnel Management
  - Managing Career Coaches
  - Hiring Summer ACT faculty
- Financial Management
  - Processing Payroll for Instructors
  - Processing Stipends for Students
  - Processing Purchasing Requests for Supplies and Materials
  - Submitting Reimbursement Requests

### **Program Schedule**

The ACT Academy should be a minimum of two (2) weeks and a maximum of three (3) weeks. Courses and workshops may be offered through day, after-school and/or weekend instruction. ACT Instruction may be delivered for no more than two (2) hours per day. The course instruction should follow guidelines established by Arkansas Department of Career Education. Deviations from the established schedule will require prior approval. Career Coaches are required to offer eight (8) hours of college and career planning activities during the course. College and career planning activities and services does not have to occur on consecutive days.

### **Class Size and Ratio/Allotment**

Class size will be a minimum of 10 and a maximum of 15 students. At least one Career Coach will be assigned to each class. A review of past performance in counties was conducted to determine predicted amount of participants for the summer program. Sites will receive the amount of classes necessary to provide instruction to identified amounts of potential students. Reimbursement for instructional expenses will based per student. Request may be submitted to offer a course, which may fall below or exceed required amounts.

### **Course Instructors**

Instructors must be Certified Secondary Education Teachers, College Developmental Instructors and/or Subject Matter Experts. All instructors will be trained in the Sylvan Learning ACT instructional method, which will be utilized in the courses. Career Coaches will also receive the Sylvan Learning ACT method of instructional training, so they may assist instructors in the classroom.

### **Attendance Policy**

Students are required to attend classes according to established schedules. Attendance will be taken in the ACT and College and Career Planning courses. If a student is too ill to attend class, he/she should contact their Career Coach immediately. It will then be assumed that he/she is too ill for social activities, recreation, or field trips associated with the ACT Academy.

### **Absence Policy**

The ACT program will cover a large quantity of material over a short period of time. It is extremely important for students to be present every day to receive the full instruction and allow a maximized benefit for success. It is understandable that situations may occur, which may require a student's absence. For that reason, students will be allowed one absence throughout the duration of the program. Parents/Guardians will be contacted when a student is absent. All course work missed must be made-up and completed within 2 days of returning to class. All absences will result in a reduction of student's stipend. After two un-excused absences the student will be dismissed from the program and will become ineligible to receive their stipend for completed or uncompleted work.

### **Allocation of Resources**

Funds from the grant will be distributed among the 13 participating Two-Year Colleges and 1 Education Service Cooperative for the purpose of administering the Academy program through their selected and approved sites. Approval for instruction sites must be received from the Arkansas Department of Career Education. Expenses for the benefit of the program will be reimbursable by the Arkansas Department of Career Education. Funds will be distributed to Colleges for the development and implementation of the Summer Academies in the following categories:

- Salaries and Benefits (Instructors and Program Manager [excluding Career Coaches])
- Training and Travel (Career Coach Supervisors, Staff and Students)
- Supplies/Instructional Materials
- Student Stipends and Meals

### **Selection of Participants**

Any student classified as a high school Senior through Sophomore, who scored below a 19 composite score on the ACT and/or in the subject areas of English, Reading, and/or Math in the 21 Arkansas Works counties and three Little Rock schools, will be eligible to receive ACT Remediation/Preparation instruction. Students who have not taken the ACT may be evaluated based on their Compass score. Students will be prioritized for participation by their grade level and score on qualifying standardized test. Career Coaches will be responsible for assisting School Counselors identify qualifying students, encouraging their participation, and registering them for the program.

### **Priority Selection**

Priority 1: Seniors, who meet the following qualifications:

- Score 18-16 in English, Math, and/or Reading on the ACT or Compass
- Have at least a 2.5 GPA
- If enrolled previously in ACT Academy, they successfully completed course
- If they qualify for Math, they must have completed Algebra 2

Priority 2: Seniors, who meet the following qualifications:

- Score 15-14 in English, Math, and/or Reading on the ACT or Compass
- Have at least a 3.0 GPA
- If enrolled previously in ACT Academy, they successfully completed course
- If they qualify for Math, they must have completed Algebra 2

Priority 3: Juniors and Sophomores, who meet the following qualifications:

- Score 18-16 in English, Math, and/or Reading on the ACT or Compass
- Have at least a 3.0 GPA
- If enrolled previously in ACT Academy, they successfully completed course
- If they qualify for Math, they must have completed Algebra 2

### **Stipends**

Stipends will be available to students who participate in the program. Stipend base amount is set as \$350.00. Stipends are directly correlated with ACT and College and Career Planning coursework and participation. Documentation is collected at each course or activity to track each student's involvement and attendance. Students will receive a reduction in stipend for tardiness, leaving class early, missed classes, failure to complete assignments or lack of participation in required

activities. Students will receive the base amount stipend after course completion. Stipend Reductions will be received for the following:

**Tardiness:** A student will be determined to be tardy for class five (5) minutes after the start of class. Students will receive a verbal warning for the first tardy.

- Second Tardy: -\$25.00
- Third Tardy: -\$50.00
- Fourth Offense: May result in termination from program

**Leaving Class Early:** A student will not receive full credit for attendance, if they leave class before dismissal. Students will receive a verbal warning for the first early departure.

- Second Early Departure: -\$25.00
- Third Early Departure: -\$50.00
- Fourth Offense: May result in termination from program

**Failure to Complete Assignments or Participate in Required Activities:** A student will not receive full credit for attendance and participation, if they fail to complete assignments or participate in activities. Late work will not be accepted. Students will receive a verbal warning for the first offense.

- Second Offense: - \$25.00
- Third Offense: -\$50.00
- Fourth Offense: May result in termination from program

**Missed Classes:** Students will be allowed one absence throughout the duration of the program. Parents/Guardians will be contacted when a student is absent. All course work missed must be completed within 2 days of returning to class. Students **will not** receive stipends for hours missed from ACT instruction or College and Career Planning courses. After two un-excused absences the student may be dismissed from the program.

- First Offense: -\$25.00
- Second Offense: Dismissal from Program (If student is not dismissed from program, stipend reduction will be \$50.00.)

**Performance-Based Incentives:** Students who display gains or increases in ACT performance ranging from 1 – 3+ points at the conclusion of the program may qualify for a stipend increase of up to \$150.00, which will be awarded after the results from the end of course evaluation is received. Students will receive incentives for the greater category only (i.e. A student increases Math Subject score from 18 to 19 (\$50.00 incentive) and increases composite score from 18 to 19 (\$75.00 incentive). They would receive \$75.00 only, not \$125.00.)

- Perfect attendance and participation with no tardiness and no early departures or Improve 1 point in any subject area: \$25.00
- Improve 1 point in any subject area, which was previously below 19: \$50.00
- Improve 1 on composite score: \$75.00
- Improve 2 points in English, Reading, or Math: \$100.00
- Improve 2 points on composite score: \$125.00
- Improve 3+ points in English, Reading, or Math: \$150.00

\*Stipend amounts must be reviewed and approved by the Arkansas Department of Career Education prior to payment. If stipends are issued prior to approval, stipend request for reimbursement may be denied.

### **End of Program Evaluation**

Participants upon completion of the ACT Academy will be administered an official ACT. Scores obtained from the ACT test will be compared against the student's qualifying test scores. A student's success will be evaluated on their increases from the Qualifying score to their official ACT score.

***Program structure and guidelines are subject to change based upon availability of funding and review of evaluations. Participating sites will receive 30 day notice of changes, which may affect the administration of the Academic Year ACT programs.***

### **Summer Activities – Appropriate and Inappropriate**

The Career Coach will be expected to continue meeting the needs of the students throughout the summer. The presentation of college and career readiness workshops, exploration of additional resources and planning for the upcoming academic year should become some of the main goals for the Career Coach during the summer session. The Career Coach should utilize this opportunity to evaluate academic year

services and begin identifying improvements and goals with the assistance of his/her Career Coach Supervisor for the upcoming year. Detailed in Table 8 are examples of appropriate tasks for the Career Coach in the summer.

<b>Table 8: Appropriate Activities and Task for Career Coaches in the Summer</b>	
Continue to market Arkansas Works Program	Present Career Days
Evaluate academic year programs and services	Provide Job Shadowing Opportunities
Connect Students with Academic Enrichment and Bridge Programs	Present Workshops on Preparing for College
Research Financial Aid Resources	Present Workshops on Test Prep
Visit with students who are enrolled in summer sessions at target schools	Share information with College campus about program success and upcoming goals
Develop Career Coach Calendar for upcoming year	Select, contact, and schedule guest speakers and presenters for the upcoming year.
Develop Program goals for the upcoming year	Review evaluations submitted from school officials, students, and any other key stakeholders with Career Coach Supervisor

As the summer will be a less active time of the year for the Career Coach in their assigned schools, Colleges should not perceive the summer session as an opportunity to utilize the Career Coach in non-Arkansas Works related duties. The use of the Career Coach as a Recruiter, College Admissions Counselors, Campus Tour Guide, New Student Orientation Staff, or any other Admissions or Orientation focused responsibility is not appropriate during the Academic Year or Summer Session. The Career Coach is responsible for encouraging students to seek a variety of opportunities for postsecondary education, not only those resources offered by their Public Entity. If the Career Coach Supervisor is unsure of the appropriateness of a task or duty, they should seek guidance from the Arkansas Department of Career Education prior to assignment.

### **Program Activities and Services Timeline**

The Career Coach will be expected to accomplish various tasks throughout the academic year. All activities and services shall be to meet the desired goals and objectives of the program. The Career Coach should establish a desired list of activities, timelines and responsible personnel to ensure students are receiving all necessary programs and services, and the appropriate individuals are involved throughout the process. Public Entities participating in Academic Year ACT Academy should designate, if ACT activities will be offered after school, on Saturdays or both. A timeline shall be developed by the Career Coach; reviewed and approved by the Career Coach Supervisor; and must be submitted for final review to the Arkansas Department of Career Education. The 2011-2012 Academic Year timeline will be from September – May and shall follow the previous outlined process. The timeline will be from September – May. **For new Career Coaches only, the Arkansas Department of Career Education must receive the Academic Year Timeline by September 15<sup>th</sup>. The 2010-2011 Summer timeline will be from June - August and should be submitted by May 1<sup>st</sup>.**

## EVALUATION OF LOCAL CAREER COACH PROGRAM

### Evaluation Process and Procedures

The effectiveness of the Career Coach and Arkansas Works program will be evaluated annually by the following performance measures and key indicators:

#### **Performance Measures**

- High School Graduation Rate
- Enrollment in Smart Core
- College-Going Rate
- Reduced Remediation
- Increased ACT Scores
- Increased GO Opportunity Participants
- Increased Number of Students Applying for Pell Grants

#### **Key Indicators**

- Total number of individuals served through expanded career counseling services and activities in the 21 indentified counties
- Total number of individuals statewide, by county, accessing the online Arkansas Works Career Planning System annually
- Total number of completed career plans developed as a result of the Career Coach’s intervention
- Total number of students in the targeted counties receiving assistance with college admissions, college enrollment, or college placement testing activities
- Increased postsecondary enrollment statewide and in the targeted counties
- Number of TANF-eligible individuals served through the Arkansas Works Planning System
- Number of career planning support activities provided specifically for TANF-eligible individuals
- Graduation and placement rates of TANF-eligible individuals

The Career Coach’s duties and program activities must be directly connected to the performance measures and key indicators. Recruiting participants, conducting academic and career development support programs, development or revising of college and career plans, student enrollment in Smart Core, CTE, and Apprenticeships are all activities of the total program and will be evaluated on the basis of did these activities occur or not (quantitative) and if they did occur, what is the level of satisfaction with the activity by the participants (qualitative). The performance measures and key indicators focus on issues of achievement and advancement. Improvement in test scores; enrollment in college preparation classes; graduation from high school and enrollment in postsecondary education, apprenticeships, or training programs are outcome results that will be measured quantitatively. Heightened career direction and improved academic motivation are outcome results that will be measured qualitatively. The Career Coach may want to track his/her activities and services to ensure appropriateness for the project. A charting process may allow the Career Coach and Public Entity to better evaluate activities and services for relevancy, as shown in Table 9.

**Table 9: Ensuring Activities Are Meeting Desired Goals of Program**

<b>Activity</b>	<b>Duties</b>	<b>Performance Measure</b>	<b>Key Indicator</b>
College Night Workshop	Providing early outreach to low-	High School Graduation;	Total Number of Students in the

	income students and his/her parents with information about the importance of postsecondary education, as well as accurate information on how to prepare, apply, and pay for it	Enrollment in Smart Core; College-going rate; Increased applications for State Aid and Pell Grants	targeted counties receiving assistance with college admissions, college enrollment, or college placement testing activities; Increased postsecondary enrollment statewide and in the targeted counties
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Student information is collected initially to ascertain the student’s needs for delivery of activities and services. Once participation begins, student data, initial assessment information, and qualifying documentation will be entered into the program’s student database. Student grades are obtained and placed in the student’s file once per grading period. Student contacts detail all activities with that student and are placed in the student file monthly. The student’s College and Career Plan is completed initially within thirty (30) days of contact for the program and updated annually by the School Counselor. All of this information is accessed to create monthly reports that detail student progress. Progress toward achieving grant performance measures is monitored in this way each month during the academic year. The Career Coach will track and enter data into the student database; the Career Coach Supervisor reviews all student information at least once per month. Student data as it relates to meeting grant performance measures are shared each week at staff meetings. Additionally, the minutes from these weekly staff meetings will be summarized and available upon request to the Department of Career Education. These reports will detail all program activities and accomplishments for the previous month.

These reports will provide the data for the interim and final reports to the Arkansas Department of Career Education. The interim and final reports contain information on budget expenditures, progress toward meeting grant performance measures and detail of the entire student data collected. Public Entities should consider measures listed in Table 10 when evaluating their local program.

<b>Table 10: Quantitative and Qualitative Evaluation Measures</b>	
<b>Quantitative Evaluation Measures</b>	
Student contacts and attendance at program events documentation	Student records of class attendance
Student assessment information and established/updated Kuder Navigator accounts	Student high school transcripts documenting progress toward graduation and pre-college curriculum completed
Student grades including semester GPAs	Copies of college applications, financial aid documents, and enrollment verification
Standardized test scores from the Explore, Plan and ACT	Developed and Revised College and Career Plans
<b>Qualitative Evaluation Measures</b>	
Staff Meeting minutes	Feedback from target school teachers, counselors and Principals
Student evaluations of Career Coach	Evaluations of professional speakers experiences completed by Work Study Supervisor
Student evaluations of activities and services	Exit interviews with students

Evaluations of specific activities by staff	Instructional services
Visibility of the Career Coach within the School	Goal Congruence and Role Clarification
Adequate Workspace in College and School	Supervision

## Annual and Interim Reports

Public Entities will be required to submit interim and annual reports to the Arkansas Department of Career Education detailing his/her progress towards achieving grant goals and objectives. Reports should be submitted adhering to the following timelines:

### Schedule for Submission

Interim reports for the reporting period of July 1 – December 30 will be due on:

- January 15

Annual reports for the reporting period of July 1 – June 30 will be due on:

- July 15 and will include July 1 through June 30

Career Coaches will receive goals and benchmarks by October 15. Public Entities, who do not show progress on the performance measures and key indicators by September 30, may be placed on an improvement plan and could be subject to discontinuation of funding.

To provide opportunities for the maximum amount of students to receive services, the Career Coach will record contacts based on a Duplicated and Unduplicated record keeping system. Sample of Activities, operational definitions and practical examples of the system are detailed in Table 11.

**Table 11: Interim and Annual Report Operational Definitions**

Activities	Operational Definition	Practical Example
Total Number of Students Contacted (Unduplicated Count)	<ul style="list-style-type: none"> <li>• Unduplicated means that a student is counted once regardless of the number of times he/she may have received a service.</li> <li>• This number <b>cannot</b> be higher than the total student enrollment in the school (9<sup>th</sup>-12<sup>th</sup> grade)</li> <li>• Contacting students must be face-to-face or presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• The Career Coach meets with all 100 members of the freshmen class in an assembly; meets with 20 sophomores in a CTE class; meets with 5 juniors in a small group session; and meets with 75 seniors individually – the count would be 200.</li> <li>• If the coach later meets with 10 of the freshmen individually, they would not be counted a second time.</li> </ul>
Total Number of Individual or Small Group Coaching Sessions Provided (Duplicated)	<ul style="list-style-type: none"> <li>• This count is a measure of how frequently a coach identifies students for more intensive services</li> <li>• This number <b>can</b> exceed the number of students enrolled in your school.</li> </ul>	<ul style="list-style-type: none"> <li>• If the coach meets with one student 3 times and another student 4 times, the total number of sessions equals 7. If the coach meets with three students in a small group</li> </ul>

		session for four sessions, the total number equals 12.
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The Arkansas Department of Career Education will be monitoring the progress of each program monthly through Kuder. Information obtained from monthly reports will be reviewed during scheduled site visits. The Career Coaches should record all activities on a monthly basis to assist in tracking program and services for the target population. Public Entities will be provided sample Monthly Reports forms and will have the option to modify the document. However the basic information must still be captured for the purposes of interim and annual reporting, which is further outlined in Table 12.

<b>Table 12: Interim and Annual Performance Report Data</b>	
Total # of individual student contacts through in person sessions or presentations - Unduplicated	Total # of student advised into CTE, Concurrent Enrollment and/or Apprenticeships related to career interests - Unduplicated
Total # of individual students provided one-on-one/small group coaching sessions - Unduplicated (Breakdown by Grade level)	Total # of students provided assistance with college admissions services and financial aid - Unduplicated
Total # of one-on-one or small group (six or fewer) coaching sessions - Duplicated	Total # of students referred to work-based learning programs from business and industry, such as internships, co-ops, service learning - Unduplicated
Total # of students assisted in developing or revising a career plan - Unduplicated	Total # students exposed to career opportunities in group sessions with a business & industry guest speaker or through a site visit to a local employer - Unduplicated
Total # of students administered a career assessment through Kuder - Unduplicated	Total # of parent workshops, activities and/or services conducted and/or provided
Total # of students advised into Concurrent Enrollment, Smart Core, and CTE courses - Unduplicated	<b><i>Documents and procedure for completing annual reports will be provided to Colleges from the Arkansas Department of Career Education.</i></b>
<b><i>(Activity Format Source: Virginia Community College System, Career Coach Manual, September 2009 version)</i></b>	

Data gathered for each of the performance measures will be used to establish benchmarks, and in subsequent years, data will be used to determine gains and /or losses for each of the measures. This information will be used to identify where adjustments may be needed as we move forward to fine-tune the program (*Arkansas Works grant proposal, 2009*).

## **SITE VISITS**

### **Purpose of Site Visits**

The purpose of the site visit will be to determine if, for the grant cycle year, the Public Entity administered the program according to specified guidelines. Specifically, the Arkansas Department of Career Education will want to determine whether the Public Entity (1) completed required activities and documents in a timely manner; (2) submitted performance reports in a timely manner and ensured that the information submitted was supportable, complete, and accurate; (3) properly accounted for and completely and accurately reported on the use of Arkansas Works funds; (4) only claimed expenses that

were allowable and adequately supported; (5) verification that each Career Coach’s time and effort was devoted solely to the mission and goals of the Arkansas Works program.

**Site Selection, Frequency, Timing of Visits**

The Arkansas Department of Career Education will conduct site visits for each Arkansas Works location. Sites may be selected for follow-up visits to reevaluate concerns or issues identified during initial site visits. Site visits will be performed September - May. Public Entities will receive no less than twenty-one (14) calendar days notice to prepare for their site visit. If for any reason the Arkansas Department of Career Education needs to reschedule a visit, the Public Entity will be notified within seven (7) calendar days of the scheduled visit. To ensure ample time to execute a thorough review of all program’s records; on and off-campus participants; and on and off-campus facilities, a College should allow no less than a full day for their site visit. For Public Entities with four (4) or more districts, the time allotment may increase to no less than two days.

**Participants of the Site Visit**

The Arkansas Department of Career Education will anticipate meeting with all stakeholders of the program. Individuals interviewed will be expected to have knowledge of the program’s mission, structure, goals, personnel, activities, and services. The Career Coach Supervisor will receive the site visit preparation packet and expected to ensure participation of all individuals included in table 13. If determined to be necessary, the Arkansas Department of Career Education or Career Coach Supervisor may request participation of additional individuals not listed.

<b>Table 13: Participants for the site visit must include</b>	
Arkansas Department of Career Education	High School Principals and/or Assistant Principals
Career Coach	High School Counselors
Career Coach Supervisor	Career Orientation Instructor
Supervisor of Career Coach Supervisor	Students
President/Chancellor/ Director of Public Entity	Parents

**Site Visit Components**

The Public Entity can expect the following components for their sites visits. Information obtained from the various areas will be used to develop the Site Visit Report of Findings from the Arkansas Department of Career Education:

- **Observations of Career Coach Activities:** (individual coaching session; small group coaching session; large group informational presentation; school staff meeting; meeting/presentation with external stakeholders)
- **Environment:** (does the Career Coach have office, desk, access to a private space computer with Internet/e-mail access; phone; where is the Career Coach located in relation to guidance staff, student traffic flow, etc; general description of Career Counselor’s work environment)

- **Document and File Reviews:** (all documents and files associated with the administration, marketing, and evaluation of the Arkansas Works program)
- **Interviews:** (will be conducted with all participating individuals as outlined in Site Visit Participant section)

The Arkansas Department of Career Education Finance Department and Arkansas Department of Workforce Services – TANF may contact sites to schedule financial auditing visits.

Copies of this report will be provided to the Public Entity and may also be forwarded to the Middle/High School principals; District(s) Superintendents; Departments of Education and Higher Education; and the Office of the Governor.

*Revised 8/2012*