



Arkansas Career Pathways Initiative

Arkansas Career Pathways Initiative Progress/Close Out Report of Activities and Outcomes

(July 1, 2013-June 30, 2014)

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EXECUTIVE SUMMARY

In today's uncertain economy, states and regions are experiencing myriad workforce challenges. In the short run, layoffs and unemployment resulting from the current economic downturn dictate an immediate need for education and training to prepare workers for key occupations. In the long run, states and regions continue to exist in a global economy where ability to compete and success are determined by how well the skills of the workforce meet the needs of businesses.

Given these realities, Arkansas—a state with a high poverty rate of almost 18 percent of individuals in poverty and only 18 percent of individuals with a bachelor's degree—needs to increase the number of low-income adults who access and complete education and training enabling them to attain good jobs and to contribute to the state's competitive position. To address this challenge, the Arkansas Career Pathways Initiative (CPI), which is administered by the Arkansas Department of Higher Education (ADHE), marshals public education and training resources to improve the employment and earnings prospects of low-income adults by preparing them to work in industries of importance in their regions. This report details the CPI activities and outcomes during FY14, the program's ninth year of operations.

KEY UPDATES FOR FY14

ADHE was notified by DWS in April 2013 that the total Arkansas Department of Higher Education Career Pathways Initiative Grant Award would be decreased from \$11,000,000 in FY13 to \$7,150,000 for FY14 with an additional \$1,000,000 in incentive for enrolling current TEA, in an effort to increase the statewide Work Participation Rate (WPR). This decrease is due to reduction of federal TANF funds to the state. The \$7,150,000 was distributed by ADHE as Campus Grant Awards to serve TANF eligible students currently enrolled in CPI. DWS requests included emphasis on enrolling current TEA who participate in state WPR, with the \$1,000,000 being used as incentive for this effort. The \$1,000,000 was not received.

The ninth year grant brings the total funds for the statewide initiative to over \$90,000,000 in TANF funds. All grant funds are from the Arkansas Temporary Assistance for Needy Families (TANF) block grant with the colleges and higher education providing many in-kind contributions. ADHE, DWS and the Arkansas Workforce Investment Board (AWIB) approved an Annual Plan for the initiative in accordance with Act 514 of 2007.

THE ARKANSAS CAREER PATHWAYS INITIATIVE: BACKGROUND

Arkansas leaders recognize the need for an education and training system that addresses the state's economic challenges. Through the Arkansas Career Pathways Initiative (CPI), the state has sought to coordinate publicly funded education with social services and workforce and economic development programs to produce a better-trained workforce and promote economic growth. "Career pathways" is the term for a series of connected education and training programs and support services that enable individuals to secure employment within a specific industry or occupational sector and to advance over time to successively higher levels of education and employment in that sector. Each step on a career pathway is designed explicitly to prepare workers and students for the next level of employment and education. Using the career pathways framework, the workforce system seeks to target jobs in industries of importance to local economies and create avenues of advancement for current workers, jobseekers, and future labor market entrants, as well as a supply of qualified workers for employers.

Community colleges play a linchpin role in career pathways. The career pathways framework promotes systemic reform for community colleges—providing a model that better aligns their various mission areas of workforce development, academic credentialing, transfer preparation, and remediation with the needs of employers. Pathways commonly feature community colleges working in partnership with other educational entities, workforce and economic development agencies, employer and labor groups, and social service providers to ensure that investments in education and training pay off for the region's economic vitality. Students entering into adult literacy or college remedial coursework are better able to advance to and succeed in college-level programs, and all students can more readily earn postsecondary credentials and make progress toward a career. Incumbent workers are provided training opportunities that help increase their skills and subsequent wages.

CPI, which began serving clients in fall 2005, seeks to improve the earnings through postsecondary education attainment of Arkansas' low-income "TANF-eligible" adults by enabling them to work in industries of regional importance. Administered by the Arkansas Department of Higher Education (ADHE) with funding from the Department of Workforce Services (DWS), ADHE/CPI provides an opportunity for 25 campuses to develop Career Pathways Initiatives.

Objectives for CPI

CPI seeks to improve the working relationships among public systems and enhance existing programs and services to help low-income parents gain workplace skills leading to economic self-sufficiency and reduced Temporary Assistance for Needy Families (TANF) reliance. It also seeks to provide employers in key industries in Arkansas with skilled workers. The initiative accomplishes these goals by enabling upward educational and career mobility in targeted career fields for low-wage individuals. This focus represents a shift from traditional programs in Arkansas, which have typically aimed to reduce TANF rolls by moving recipients into low-wage, entry-level jobs that provide little opportunity for career development and industry focus.

CPI's objectives for program participants are:

- Increased enrollment in college-level certificate and associate degree programs
- Increased attainment of college-level certificates and associate degrees
- Increased job attainment and job retention in key industries
- Increased TEA enrollments participating in state WPR

The initiative serves students who are current or former recipients of Transitional Employment Assistance (TEA); current recipients of Food Stamps, ARKids, or Medicaid; or those earning 250 percent of the federal poverty level or less. Individuals must be an adult caretaker, parent or relative of a child living in the home under the age of 21 (FY14 MOA). DWS requested that campuses focus on enrolling Current TEA, who participate in the state Work Participation Rate (WPR).

Additionally, the initiative seeks to improve the level of engagement among educators and employers to generate work opportunities for students and serve the workforce needs of the private sector.

Phased Launch

The initiative was officially launched during the fall semester of 2005, when \$8 million in funding was awarded by the TEA Board to carry out this work. Eleven two-year college sites were selected to develop pilots based on the number of TANF-eligible individuals in their service areas, the percent of the population that was TANF-eligible, and the existence of a Workforce Alliance for Growth in the Economy (WAGE) program (see description in Appendix B). Referred to as Phase I, six of the sites were selected to run pilots in an initial round of

funding in fall 2005.¹ The remaining five sites were funded and joined CPI during Phase II, in January 2006.² Sites were funded with approximately \$500,000 each during the first year of the initiative; those funds were used to establish at each site a new career pathways office, where staff coordinate program activities and provide guidance and support services for students, as explained in more detail in Appendix B.

During the second year of the initiative, Phase I and II sites continued operations with budgets of approximately \$500,000 per site. Also during the second year, Phase III was launched, awarding funds to build career pathways programs to the state's 11 remaining two-year colleges and three technical centers affiliated with four-year institutions.³ The new sites were approved by the TEA Board in January 2007, and each received a grant award of only \$250,000 to begin building CPI on their campuses. All 25 sites have received Grant Awards from ADHE, since that date.

Funding to Date

- July 1, 2005 – June 30, 2006 =\$8 million in TANF funds
- July 1, 2006 – June 30, 2007 =\$8 million in TANF funds
- July 1, 2007 – June 30, 2008 =\$12 million in TANF funds
- July 1, 2008 – June 30, 2009 =\$12 million in TANF funds
- July 1, 2009 – June 30, 2010 =\$12 million in TANF funds
- July 1, 2010 – June 30, 2011 =\$13 million in TANF funds
- July 1, 2011 – June 30, 2012 =\$13 million in TANF funds
- July 1, 2012 – June 30, 2013 =\$11 million in TANF funds
- July 1, 2013 – June 30, 2014 =\$7,150,000 million in TANF funds with additional \$1,000,000 incentive for enrolling TEA. ADHE/CPI did not receive the \$1,000,000.

¹ Phase I sites: Arkansas Northeastern College, Arkansas State University–Newport, Cossatot Community College of the University of Arkansas, Ouachita Technical College (now College of the Ouachitas), Phillips Community College of the University of Arkansas, and Southeast Arkansas College.

² Phase II sites: Arkansas State University–Beebe, Black River Technical College, East Arkansas Community College, Mid-South Community College, and Pulaski Technical College.

³ These sites were Arkansas State University–Mountain Home, Arkansas Tech University–Ozark Campus, National Park Community College, North Arkansas College, Northwest Arkansas Community College, Ozarka College, Rich Mountain Community College, South Arkansas Community College, Southern Arkansas University–Tech, University of Arkansas Community College at Batesville, University of Arkansas Community College at Hope, University of Arkansas Community College at Morrilton, University of Arkansas at Monticello College of Technology–Crossett, University of Arkansas at Monticello College of Technology–McGehee.

Performance Measurements and Incentive Funding

The initiative's legislative mandate, Act 514 of 2007, requires performance to be measured:

- (i) Enrolling in courses;**
- (ii) Completing the courses; then**
- (iii) Obtaining jobs in the targeted job categories; and**
- (iv) Staying employed in the targeted job categories;**

Institutional performance is analyzed annually and performance goals are implemented based on feedback from the campuses and CPI stakeholders. DWS requested that the additional \$1,000,000 in TANF funds, for this fiscal year, be set aside as incentive for enrolling current TEA, in an effort to increase the statewide Work Participation Rate (WPR). Institutional performance was measured in the above categories; however, incentives were earmarked for new current TEA ONLY.

CPI ACTIVITIES IN FY14

With the cut in federal funds, the ADHE/CPI state leadership and technical assistance team was reduced to a program director, and two program specialists that provide guidance for the 25 sites; the statewide program director networks with outside agencies to sustain the grant within the guidelines of the Memorandum of Agreement and provides campus Program Directors assistance with day-to-day operation. The finance specialist and administrative specialist provide guidance with Grant Awards, budgets and reimbursements for expenditures. Database training and development, along with verification of student eligibility and campus monitoring visits were provided by remaining state staff. ADHE/CPI not only provides technical assistance, but provides numerous opportunities for continuous improvement at the 25 sites with strategic activities throughout the year including:

Adapting to Rapid Economic Change

Recognizing that national and state economies are rapidly changing and local employers need a qualified workforce with up-to-date skills to be competitive, CPI sites are required to prepare students for jobs in high-demand fields. Coordinating program development with economic

trends is intended to provide students with higher wages and economic self-sufficiency, while serving employers' current needs for skilled workers.

Initially, each career pathways site completed a "gap analysis" for its region to determine areas where the education and training system needed improvement to meet employers' skilled-worker needs. DWS maintains labor market data regarding industries and occupational titles throughout the state (<http://www.discoverarkansas.net/>). The site provides historical, current, and projected job openings by occupational title, along with net job growth/loss in all major industries. Using this data, each site identified key industries in its community and conducted surveys with employers in these fields to ascertain skill needs. In career advising sessions, CPI advisors then encourage students to target the high-demand, well-paying occupations identified during the gap analysis.

Sites receive annual UI Data Match reports for all completers that enter employment and retain employment for six and twelve months. Details on the report include:

- Name of Institution,
- Name of Student,
- Educational Career Cluster,
- Award Type,
- Occupational Career Cluster,
- List of Wages for the Quarter,
- Wages are greater than \$1,000 (Y/N),
- Student earned Certificate/Degree (Y/N),
- Student Entered Target Job (Y/N),
- Student is TEA/WP (Y/N),
- Total Wages,
- PBSS earned for Entered Employment, attained certificate or degree,
- PBSS earned for TEA/WP,
- Total Incentives Earned by Student,
- Number of Students Seeking Employment at Institution,
- Number of Students entered employment, attained certificate or degree and amount PBSS earned,
- Number of Students entered employment, attained certificate or degree, current TEA/WP and amount PBSS earned,

- Total Incentives earned, and
- Entered Employment percentage for the institution.

Annual Retreat

ADHE/CPI hosted an annual retreat for all remaining campus CPI staff; ADHE/CPI staff conducted a two-day professional development for the 25 sites and all CPI personnel. Each campus had a one-on-one budget meeting to discuss priorities for FY14 remaining funds and the proposed methodology for FY15 budget proposals was discussed. The second day was devoted to professional development presented by Ted Janusz, “Essential of Communication and Collaboration”. A session on developing short-term training for TEA was also presented.

Recognition of Model

In addition to being identified as 1 of 10 most Promising Pathways programs in the nation, other national publications citing Arkansas' pathways model include:

- Charting a Path: An Exploration of the Statewide Career Pathways Efforts in Arkansas, Kentucky, Oregon, Washington and Wisconsin, Seattle Jobs Initiative
- TANF Education and Training, **CLASP’s Center for Postsecondary and Economic Success**
- A Federal Policy Toolkit for States, CLASP
- Oklahoma Career and Technical Education Equity Council
- Georgia Budget & Policy Institute's Annual Policy Conference
- Congressional Staff Workforce Network in Washington DC (House and Senate Education Commission, House and Senate Appropriation Commission, Senate Finance Commission, and House Ways and Means Commission)
- Jobs for the Future (JFF) *Washington DC*
- National Bridges out of Poverty Community Circles Conference
- Arkansas Legislative Taskforce on Reducing Poverty and Promoting Economic Opportunity Report
- The Career Pathways How-to Guide, Workforce Strategy Center (WSC), New York
- Aligning Public Resources to Support Individual and Regional Economic Advancement in the Knowledge Economy, Workforce Strategy Center, New York
- Building a Higher Skilled Workforce, WSC
- Request from Department of Education for information on state and institutional college completion initiatives, SHEEO-Gov-Comm
- Community College Workforce Initiatives – An Opportunity for Valuable Partnerships, The Alternative Staffing Report

- Nominated for the 2011 Bellwether Awards
- National Council on Student Development
- Received the Arkansas Innovative Community Development Program Award
- Access to Success, Final Report of Arkansas Task Force on Higher Education, Remediation, Retention, and Graduation Rates
- UALR, Institute of Economic Advancement
- **PUBLISHED** by Jobs for the Future (JFF), [Thinking Big](#), a new framework based on four successfully scaled initiatives in Arkansas, Oregon, Virginia, and Washington State—and JFF’s 20+ years of experience in higher ed program and policy reform.
- **Central Arkansas Development Council Low-Income Advocates Leadership and Community Development Conference “Sharing Our Strengths: Empowering & Educating for Tomorrow”**
- **Selected** as member of *Career Pathways Alliance (CP Alliance)*, a two-year national-level study by Center for Law and Social Policy (CLASP). CLASP is partnering with ten leading edge career pathway states to develop a national voluntary consensus framework of quality benchmarks and performance metrics for career pathways.
- **IDENTIFIED** by Office of Family Assistance (OFA) as Model Employment Programs for Economic Self-Sufficiency Site Visits. A technical assistance team and film crew, on behalf of OFA, interviewed the ADHE/CPI team and visited ASUN and NPCC campuses. Career Services staff were interviewed and employers and working students were filmed.
- **SELECTED** as Best Fit Integrator Exceptional Service Award in Education Services by Digital Government/Education-Partner. Project: Arkansas Career Pathways Data Management System (CPDMS).
- **CHOSEN** as one of two Innovative Ideas with \$10,000 awarded by Evans School of Public Affairs, University of Washington. The **Ideas for Action Award** is a competition to develop new thinking to reduce poverty by shining a light on practical policy shifts that help low-income people build their future
- 2013 Tri-Regional Technical Assistance Meeting on September 17-19, 2013 in Philadelphia, Pennsylvania.
- **NATIONAL ASSOCIATION OF WORKFORCE DEVELOPMENT PROFESSIONAL ANNUAL CONFERENCE PRESENTATION**

DESCRIPTIVE STATISTICS FOR THE YEAR

Analyzing FY14 Annual Institutional Performance, enrollments were significantly lower with a concentration on enrolling and providing short-term training for New Current TEA. Enrollments were 4,992 compared to the last year enrollment of 7,728, see Table A-1. Enrollments included any student engaged in a CPI activity that fiscal year, so a student in an associate program will carry-forward and be counted as an enrollment until completion of the program. New Current TEA students are those with a first enrollment date in CPI and 424 were enrolled with 373 attainments for TEA. Total Attainments were 2,533 (may be a duplicated number) with 1,793 student Completers.

Table A-2, Entered Employment/Job Retention by Campus, contains data from the Unemployment Insurance (UI) data match of completer's social security numbers to socials in the UI system. The matches conducted this year are the 6 and 12 month follow up on FY12 Entered Employment and the initial match for FY13 Entered Employment. Statewide, CPI exceeds goal for all employment matches.

As shown in Table A-3, students in the initiative attained a total of 2,533 certificates/degrees during this program year. Employability certificates, which include WAGE, CPI Employability and the CRC, is the largest group of certificates awarded (766); many of the campuses require this pre-employment certificate for all completers. For the second consecutive year, the associate degrees were the largest college credential category (747 awarded), while technical certificates with 604 awarded and 344 certificates of proficiency followed. Campuses awarded 10 GED certificates in FY14 compared to 38 in FY13.

Tables A-4, 5 &6 summarize demographics of students enrolled in CPI. The average age is 31 with a minimum age of 17 and maximum of 65. The population is 92 percent female and 8 percent male. Sixty-two percent are white; with 33 percent being black and 3 percent selected Hispanic as race.

Student Success rate calculation was changed in FY09 to mirror the ADHE success rate measure used for all two-year colleges. With this change, CPI students are compared to other students enrolled at the two-year colleges. In all years that the rate was measured, CPI students have a 10 point or higher rate of Student Success.

APPENDIX A: TABLES

The following tables provide descriptive statistics regarding career pathways participation:

- Table A-1: Annual Institutional Performance by Campus
- Table A-2: Entered Employment/Job Retention by Campus
- Table A-3: Attainments by Award Type by Campus
- Table A-4: Summary by Age by Campus
- Table A-5: Summary by Gender by Campus
- Table A-6: Summary by Race by Campus

Table A-1: Annual Institutional Performance by Campus

College	FY14 New Current TEA	TEA Attainments*	FY14 Enrollment	FY14 Enrollment 6/30/2014	Attainments*	Number of Completers	ADHE Approved Budget	FY14 Entered Employment
ANC	62	57	245	124	197	86	\$326,880.00	66
ASUB	30	20	206	86	90	97	\$420,623.98	70
ASUMH	8	13	166	82	111	69	\$173,655.00	51
ASUN	21	20	208	135	134	63	\$340,285.00	38
ATUO	10	8	156	92	110	53	\$245,160.00	46
BRTC	10	2	320	157	112	142	\$408,600.00	99
CCCUA	0	0	107	36	62	65	\$299,178.65	53
COTO	2	2	224	174	141	42	\$309,855.00	39
EACC	33	30	206	66	106	119	\$313,260.00	87
MSCC	18	15	157	71	68	90	\$337,095.00	56
NAC	30	22	221	118	100	52	\$340,500.00	39
NPCC	17	10	179	85	128	67	\$272,400.00	62
NWACC	23	25	192	132	115	50	\$229,663.16	39
OZC	3	2	330	212	154	72	\$231,554.00	62
PCCUA	35	33	323	201	108	88	\$331,534.75	74
PTC	11	6	255	150	56	88	\$408,832.99	76
RMCC	12	8	111	49	53	65	\$192,790.00	49
SACC	3	6	128	67	75	40	\$173,684.56	33
SAUT	2	3	156	80	64	45	\$178,355.00	28
SEAC	26	29	248	136	132	66	\$272,437.46	44
UACCB	10	20	227	143	127	45	\$241,193.86	43
UACCH	12	19	305	124	151	83	\$229,509.26	58
UACCM	2	1	160	37	41	121	\$198,419.57	49
UAMC	30	8	75	19	43	29	\$145,444.00	19
UAMM	14	14	87	14	55	56	\$109,288.08	41
Total	424	373	4992	2590	2533	1793	\$6,730,199.32	1321

Table A-2: **Entered Employment/Job Retention by Campus**

	FY12 6 Month Retention (80%)	FY12 12 Month Retention (80%)	FY13 Entered Employment (55%)	
AR Northeastern College	85	80	82	
AR State University— Beebe	70		76	
AR State University—Mountain Home	83	91	65	
AR State University—Newport	82	92	68	
AR Technical University—Ozark	90	87	64	
Black River Technical College	80	83	63	
Cossatot Community College of University of AR	83	83	61	
College of the Ouachitas	71		72	
East AR Community College	80	83	75	
Mid-South Community College	80	82	60	
North AR College	80	81	70	
National Park Community College	81	98	72	
Northwest AR Community College	84	95	74	
Ozarka College	87	91	73	
Phillips Community College of University of AR	80	87	63	
Pulaski Technical College	85	97	72	
Rich Mountain Community College	89	91	77	
South AR Community College	94	88	83	
Southern AR University—Tech	74		63	
Southeast AR College	74		70	
University of AR Community College at Batesville	82	96	74	
University of AR Community College at Hope	82	85	64	
University of AR Community College at Morrilton	80	86	71	
University of AR at Monticello College of Technology—Crossett	81	86	66	
University of AR at Monticello College of Technology—McGehee	89	80	76	
Overall	81	87	70	

Table A-3: **Attainments by Campus and Award Type**
Arkansas Pathways

	GED	EMP	CP	TC	AS	INT	CC	
Institution	Tot	Tot	Tot	Tot	Tot	Tot	Tot	Tot
ANC	1	126	23	20	22	2	3	197
ASUB	0	28	6	21	35	0	0	90
ASUMH	0	35	26	19	31	0	0	111
ASUN	0	73	13	36	11	0	0	134
ATUO	0	0	26	35	39	10	0	110
BRTC	0	0	17	44	51	0	0	112
CCCUA	1	10	2	31	17	0	1	62
COTO	1	47	15	42	36	0	0	141
EACC	0	52	1	24	29	0	0	106
MSCC	1	27	16	3	21	0	0	68
NAC	1	39	4	22	24	0	10	100
NPCC	0	31	12	30	55	0	0	128
NWACC	0	17	32	2	46	0	18	115
OZC	0	37	20	42	55	0	0	154
PCCUA	2	42	16	10	38	0	0	108
PTC	0	9	22	10	15	0	0	56
RMCC	1	4	3	21	23	0	1	53
SACC	0	27	9	27	12	0	0	75
SAUT	0	18	9	21	16	0	0	64
SEAC	0	31	6	34	57	0	4	132
UACCB	1	31	17	27	39	12	0	127
UACCH	0	49	19	45	38	0	0	151
UACCM	0	3	0	17	21	0	0	41
UAMC	1	14	13	8	7	0	0	43
UAMM	0	16	17	13	9	0	0	55
All Institutions	10	766	344	604	747	24	37	2533

Note: Some students may have enrolled and completed more than one program during the program year.

Table A-4: **Summary by Age**
Arkansas Pathways

Institution	Average Age	Min Age	Max Age
ANC	30	19	55
ASUB	31	19	60
ASUMH	31	20	54
ASUN	30	18	58
ATUO	32	2 (Data Error Excluded)	54
BRTC	31	18	58
CCCUA	32	19	54
COTO	31	17	58
EACC	28	19	49
MSCC	30	19	59
NAC	32	19	58
NPCC	33	19	64
NWACC	33	20	57
OZC	33	20	57
PCCUA	29	18	58
PTC	32	20	60
RMCC	32	19	60
SACC	32	20	62
SAUT	31	20	54
SEAC	30	19	57
UACCB	32	20	57
UACCH	32	19	61
UACCM	33	19	55
UAMC	31	17	58
UAMM	31	19	65
All Institutions	31	17	65

Table A-5: **Summary by Gender**
Arkansas Pathways

Institution	Male	Female	Total
ANC	18	227	245
ASUB	22	184	206
ASUMH	17	149	166
ASUN	28	180	208
ATUO	23	133	156
BRTC	34	286	320
CCCUA	13	94	107
COTO	19	205	224
EACC	10	196	206
MSCC	6	151	157
NAC	20	201	221
NPCC	11	168	179
NWACC	14	178	192
OZC	39	291	330
PCCUA	15	308	323
PTC	18	237	255
RMCC	9	102	111
SACC	4	124	128
SAUT	5	151	156
SEAC	7	241	248
UACCB	26	203	229
UACCH	28	277	305
UACCM	19	141	160
UAMC	10	65	75
UAMM	7	80	87
All institutions	422	4572	4994
	8.45%	91.55%	

Table A-6: Summary by Race
Arkansas Pathways

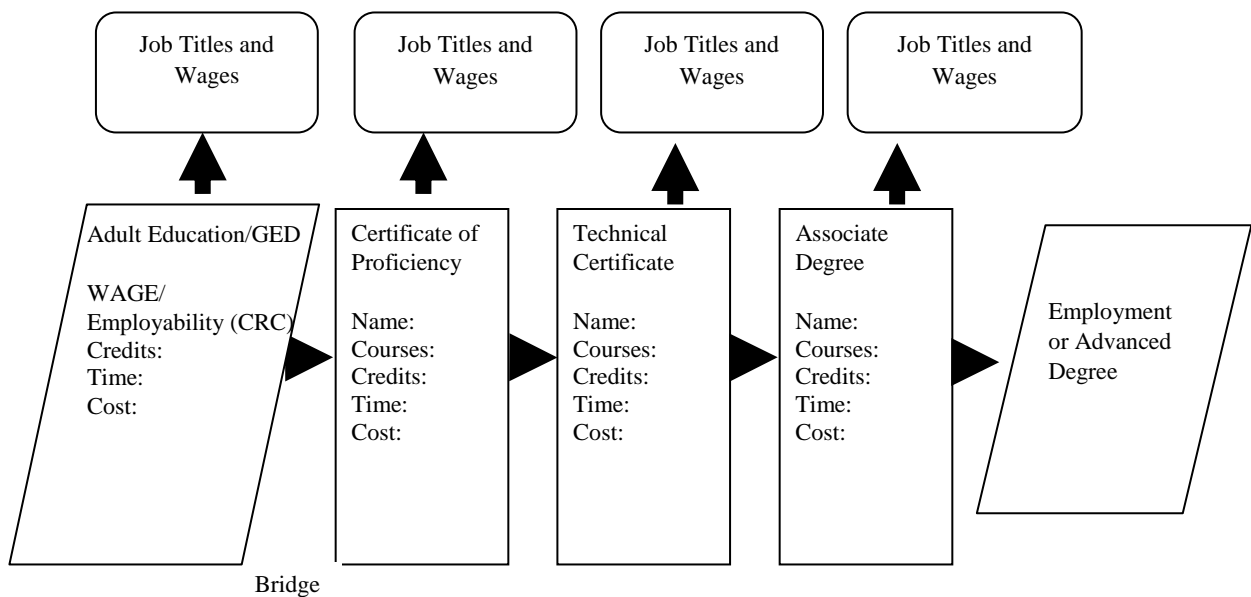
Institution	Asian or Pacific Islander	Black	Hispanic	Native American	White	Non-Resident Alien	Other	Total
ANC	0	79	7	2	154	0	3	245
ASUB	5	17	4	1	177	0	2	206
ASUMH	4	1	3	2	154	2	0	166
ASUN	1	68	7	1	129	0	2	208
ATUO	0	7	3	2	141	0	3	156
BRTC	0	7	9	0	304	0	0	320
CCCUA	0	15	12	3	77	0	0	107
COTO	1	59	7	0	150	1	6	224
EACC	0	128	3	0	73	2	0	206
MSCC	0	123	1	1	32	0	0	157
NAC	4	2	9	3	201	0	2	221
NPCC	0	42	7	0	129	0	1	179
NWACC	3	11	31	3	144	0	0	192
OZC	1	2	2	12	313	0	0	330
PCCUA	1	217	2	0	101	0	2	323
PTC	3	179	9	1	56	1	6	255
RMCC	0	1	3	2	105	0	0	111
SACC	0	80	5	2	41	0	0	128
SAUT	1	89	2	0	63	0	1	156
SEAC	0	197	1	0	50	0	0	248
UACCB	1	12	13	2	200	0	1	229
UACCH	0	164	14	2	125	0	0	305
UACCM	1	24	3	0	130	0	2	160
UAMC	0	45	3	0	27	0	0	75
UAMM	0	67	2	0	18	0	0	87
All institutions	26	1636	162	39	3094	6	31	4994
	0.52%	32.76%	3.24%	0.78%	61.95%	0.12%	0.62%	

APPENDIX B: THE CPI MODEL

Before CPI began to serve clients in fall 2005, two-year colleges, workforce entities, social service providers, community- and faith-based organizations, adult education providers, and economic development agencies operated in relative isolation from one another. CPI brings together these agencies to provide low-income participants with employability skills, basic skills, remediation, advanced skill training in high-demand occupations, and college coursework.

The educational stepping stones that comprise the career pathways include Adult Education/GED programs, Career Readiness Certificate, WAGE/Employability programs, contextualized bridge programs, credit-bearing certificate programs, and associate degree programs at the college level. Each site maps educational pathways from the Arkansas Higher Education Coordinating Board (AHECB) approved programs at their campus and is required to complete a flowchart developed by ADHE/CPI that depicts educational stepping-stones comprising a career pathway, as shown by the sample in Figure 1. The educational stepping-stones adopted by the CPI initiative are described below.

Figure 1: CPI Flowchart Template



Adult Education/GED: Adult Education provides Adult Basic Education (ABE), English as a Second Language (ESL), and GED programs. CPI refers enrolling students without a high school diploma or GED to Adult Education.

WAGE or Employability Certificate/Career Readiness Certificate: The WAGE program is a work-oriented adult education program that delivers basic skills training to low-skill clients. Employability certificates earned through the WAGE program teach computer literacy and soft skills for workplace environments. If there is no WAGE program at a two-year college, the institution is permitted to develop a CPI employability certificate program that delivers comparable training. The Career Readiness Certificate (CRC) is an equivalent employability certificate, also.

Bridge Program: Bridge programs create easy transitions between different levels of education. Developed under CPI, these programs prepare educationally disadvantaged students to enter academic courses by teaching developmental or basic skills. They enable students who are not ready to enter directly into credit-based courses to raise their academic competencies in preparation for entering these courses.

Certificate of Proficiency: The Certificate of Proficiency is awarded to students who have demonstrated proficiency in skills or knowledge within specific fields. The award is granted for programs that range from 7–18 semester credit hours depending on the field. Credits earned during Certificate of Proficiency coursework can generally be applied toward earning a Technical Certificate and associate degree in the same field.

Technical Certificate: The Technical Certificate is awarded to students who successfully complete a one-year planned program of classroom and laboratory work at the collegiate level (24–42 credit hours depending on the field). It recognizes the completion of a specified level of competency in an occupational field. Upon completion, credits are applicable toward earning an associate degree in the same field, if available at the college.

Associate Degree: An associate degree is awarded to students who successfully complete a program of collegiate-level work with an occupational objective. The majority of occupational courses and all general education courses are transferable toward a baccalaureate degree (60–72 credit hours). Some associate degrees articulate with four-year institutions in the state.

Description of CPI Sites

To help low-income students succeed in their educations and advance in careers, each CPI site opens a career pathways department generally staffed with a program director, community outreach coordinator or student advisor, intake/data/administrative and career services staff. Depending on budget availability, sites may have from two to ten of these program specialists. CPI staff members seek to develop programs and establish new partnerships with social service organizations, education and training providers, and workforce and economic development organizations. They also work with local employers to identify high-demand occupations, job requirements, and pathways for advancement in local business and industries.

The program director is the overall manager of campus career pathways operations. The student advisor assists students to overcome both academic and non-academic barriers by developing individual career plans, holding regular one-on-one meetings, and referring students to support services as needed. The community outreach coordinators serves as the liaison between CPI campuses, the local TEA caseworkers, DHS, and community- and faith-based organizations to enroll TEA clients into CPI programs. The intake/data/administrative support specialist collects and maintains student data and assists with completing applications and verifying eligibility. The career services staff develops and oversees campus employability programs and tracks completers entering employment and job retention rates. All positions are trained to serve as case managers for students.

CPI budgets fund staff salaries and benefits, office equipment, classroom facilities, instructional equipment and software, instructional and administrative supplies, advertising, student support services, and employability training. The source of funding for CPI is a DWS-approved TANF grant. All participating colleges and ADHE have contributed in-kind funds to the career pathways effort.

The Role of the State Career Pathways Division

The ADHE Career Pathways Division (ADHE/CPI) oversees CPI and provides guidance with leadership and training to career pathways sites for running local offices. The CPI Program Director is responsible for the overall management of the division, including the ADHE Grant Award. The division is organized into program areas:

Career Support Services: CPI strongly focuses on developing employability skills among the target group. To accomplish this, CPI mandates that all sites establish an employability program and other career support services. Campus career services staff performs some specific kinds of tasks that help individuals learn about themselves, learn about jobs, make career choices and plans, and then carry out those plans. Facilitators in this department track student completer data

that are analyzed for continuous improvement. ADHE/CPI provides a list serve and monthly WebEx for sharing best practices.

Curriculum: ADHE/CPI provides guidelines to develop educational pathways and institutional strategies for assisting students to advance educationally along their chosen paths. Specifically, colleges develop and implement processes for shortening the time requirement to improve students' basic skills and meet their developmental education needs. Initiative innovations include bridge programs, open-entry/open-exit courses, modularized coursework, specialized training, and effective use of instructional software. To help develop these innovations, the state office provides technical assistance, workshops, and assistance in developing educational pathways for all approved programs at the campus.

Data/Accountability: CPI promotes data sharing across state agencies—a practice not previously undertaken in measuring employment and educational outcomes for TANF-eligible students. The CPI database has created linkages between multiple agencies and data systems, enabling a more comprehensive view of outcomes for career pathways students. ADHE provides data on enrollment and completion, remediation, and student demographics to CPI partners, while DWS through DIS provides data from the Unemployment Insurance (UI) system to monitor job placement, wages, and job retention. The Department of Health and Human Services matches data to verify student eligibility.

Finance: The financial structure of CPI is designed to provide guidance for colleges. The ADHE/CPI finance staff administers the Grant Awards to local CPI sites by monitoring and providing training/development for the processes associated with monthly Request for Funds Transfers from DWS to ADHE. A budget-software system was developed to expedite Grant Award requirements.

Site Monitoring: ADHE/CPI conducts visits and audits as necessary to evaluate college programs. Program performance, deviations from the management plan or budget and future plans are evaluated. ADHE/CPI determines how to guide the project toward its goal.