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Career **PATHWAYS**

Arkansas Career Pathways Initiative

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

(July 1, 2014 - June 30, 2015)

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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 FY15, the program's tenth year of operations.

KEY UPDATES FOR FY15

ADHE was notified by DWS that the total Arkansas Department of Higher Education Career Pathways Initiative Grant Award would be \$7,150,000 for FY15. The FY15 Grant Award was distributed by ADHE as Campus Grant Awards to serve TANF eligible students enrolled in CPI at 25 campuses.

The tenth year grant brings the total funds for the statewide initiative to over \$100,000,000 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 (FY15 MOA). DWS requested that campuses focus on enrolling Current TEA, who participates 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

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.

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.
- July 1, 2014 – June 30, 2015 =\$7,150,000 million in TANF funds

Performance Measures

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

- (i) Enrolling in courses;**
- (ii) Completing the courses; then**

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.

- (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. Institutional performance was measured in enrollment of new current TEA, attainments, completions and entering employment. Resources for the upcoming campus budgets were provided based on the four measures.

CPI ACTIVITIES IN FY15

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 was deployed at the beginning of the fiscal year, so the administrative specialist provided 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 professional development 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 Wage Match reports for all completers that enter employment and retain employment for six and twelve months. Details on the report include:

- Entered or Retained Employment percentages for the institution.

Annual Training and Development

ADHE/CPI hosted an annual New Program Directors training and a Budget training to prepare FY16 budget proposals in a hands-on workshop.

Two ADHE directors for federal programs became certified instructor for the nationally recognized Career Development Facilitator (CDF) program. The CDF training, co-sponsored by ADHE Career Pathways and Perkins federal programs was open to 20 participants from community college campuses. The training requirements include 120 hours made up of 80 hours of classroom (3 days Face to Face/online sessions and 40 hours of homework). Participants, who complete all requirements satisfactorily, received a Career Development Facilitator Certificate of Completion or CEU.

The hybrid class was made up of three Face to Face sessions in Little Rock, monthly WebEx sessions and homework posted to a CDF Website created by ADHE. Eighteen of the twenty participants received certification.

Recognition of Model

In FY12, US Administration for Children and Families (ACF), Office of Family Assistance (OFA), Promising Pathways Initiative identified Arkansas Career Pathways as one of ten existing TANF programs/practices “most promising” nationwide. The Arkansas program was identified by ACF Regional TANF Program Managers to represent Region VI made up of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Promising Pathways Initiative sought to capture promising strategies for improving the outcomes of TANF recipients and other low income individuals through a 6-8 month technical assistance activity that included 1-3 site visits, some on site discussions, a kick-off meeting, an interim meeting to discuss progress, and a closeout capstone meeting to bring together all of the programs from across the country. The capstone experience for the ten programs was held in Washington, DC with CPI recognized

during the Innovation Institute for completing a logic model and Return on Investment (ROI) during the Promising Pathways study.

Additionally, 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 (NAWDP) ANNUAL CONFERENCE PRESENTATION; PRESENTATION; 2014. DENVER.**
- **H.R. 803, the Workforce Innovation and Opportunity Act signed by President Obama; CPI included as one of the programs across nation in What’s Working. August 2014.**
- State Higher Education Executive Offices-2014 Higher Education Policy Conference: Speaking Truth to Policy presentation; A State Agency Partnership presented as Impact Session; August 2014. Denver.
- OFA regional meeting: Promising Pathways presentation panel with DWS, Dallas September 2014.
- ADHE Poverty Simulation for UAMS Research Group, December 2014.
- CDF Instructor Training Summer 2014 and first class of campus CDF Campus Career Coaches, October 2014-April 2015. Inaugural class completed April 28, 2015.
- NAWDP Conference Committee selected -- ***Arkansas Career Pathways Initiative Awarding College Credentials to TANF Clients*** -- to be part of the NAWDP’s 26th Annual Conference in Las Vegas, NV on May 4-6, 2015.
- Selected for AQCP Phase II by CLASP.
- College Count\$ Research Project (See Below)



Arkansas Career Pathways Initiative Announces Nation-Leading Return on Investment Study to Showcase Poverty Reduction Success

LITTLE ROCK, Ark. – April 15, 2015 - The Arkansas Career Pathways Initiative (CPI) announced a first of its kind study today, expected to demonstrate that the Arkansas CPI program breaks the cycle of poverty and provides a return on investment for participants, their families, and the state.

By analyzing more than 30,000 student records, the study will provide a comprehensive evaluation of Arkansas' nationally recognized CPI program, and demonstrate its social impacts and economic returns. It will also review evidence that the CPI is decreasing the number of families living below the poverty line while increasing postsecondary credential attainment and overall economic mobility.

The study is a joint project of the Winthrop Rockefeller Foundation, Ford Foundation, and Annie E. Casey Foundation, recognizing the enormous potential that Arkansas' CPI program holds as a model for other states, and for future philanthropic investments.

"We are so pleased to announce this study – which will highlight our program's success and serve as a very clear model for other states around the country, with evidence-based policy recommendations," said Bill Stovall, executive director, Arkansas Community Colleges (ACC).

The innovative CPI program uses federal funds allocated to the state to provide education and job training to low-income residents with children. Arkansans get the credentials they need for a high-wage, high-skill job, and plan a career path towards future opportunities and advancement. The program sees high success rates because it removes common barriers to success by providing wrap-around supports such as transportation vouchers, child care, case management, career coaching, and tutoring options. CPI is administered by the ACC's 22 two-year colleges, three university technical centers, and the Arkansas Department of Higher Education.

“The CPI fits well with Governor Hutchinson’s goal of helping Arkansans overcome poverty through education and career training,” said Daryl Bassett, director, Arkansas Department of Workforce Services. “Arkansas CPI students get the assistance they need to complete a credential and get a family-supporting job, while also meeting the needs of business and industry.”

"The program's initial data clearly shows its positive impact on CPI graduates. More than 61% of recent completers earned one or more credentials and saw their wages increase an average of 37% after completing the program," said Dr. Brett Powell, director, Arkansas Department of Higher Education. "These are life-changing impacts that demonstrate the importance of CPI, both to individuals who complete the program and to the state of Arkansas."

Arkansas has the second-highest poverty rate (18.8%) in the United States, with the 46th lowest postsecondary educational attainment in key working groups. While 750,000 new Arkansas jobs will require postsecondary education in the coming years, only a fraction of residents have the credentials to fill them.

“We are working closely with the Arkansas CPI and the Arkansas Department of Career Education to support educational achievement from kindergarten through higher education, to produce the workforce that Arkansas needs now and in the future,” said Debbie Jones, assistant commissioner of learning services, Arkansas Department of Education.

“Despite the tremendous success of this initiative, and the lives we’ve changed, the program’s budget has been decreased from about half of its initial investment, putting a serious strain on our ability to boost the state’s economic growth, as we have since 2005,” continued Stovall. “We need our legislators to fully fund this program for years to come, so we can continue to improve the lives of Arkansans, and our communities.”

Makethia Smith is one of the thousands of Arkansans who has benefited from the CPI program. She graduated from Southeast Arkansas College with her Associate of Applied Science in early childhood paraprofessional technology degree in 2012, and opened her first daycare facility – Moma Keta’s Childcare – shortly after. Using her career pathways planning skills, the proud business owner recently purchased a second child care facility in the area.

The study will be completed in three phases over the next 30 months, and will include policy recommendations for federal, state, and local policymakers and institution leaders.

For more information about the study, visit <http://www.arkansascc.org/college-count.html>. To speak with an ACC representative about the study, or to speak with a student who has completed the CPI program, contact Collin Callaway, Chief Operations Officer for Arkansas Community Colleges, at ccallaway@arkansascc.org or 501-554-2146.

Arkansas Community Colleges (ACC) is a non-profit association representing all twenty-two (22) public community colleges in Arkansas. The Association facilitates the sharing of ideas, resources and opportunities among its members, and advocates on behalf of members' students. ACC has a long and successful history of collaborating with government agencies, educational institutions, private foundations and others on projects that improve the ability of member colleges to meet the needs of their students, as well as the needs of their local business and industry leaders. As a result, Arkansas is hailed nationally as a model for student success and workforce training initiatives.

DESCRIPTIVE STATISTICS FOR THE YEAR

July 1, 2014-June 30, 2015

Analyzing FY15 Annual Institutional Performance, enrollments were slightly lower with a concentration on enrolling and providing short-term training for New Current TEA. Enrollments were 4,146 compared to the last year enrollment of 4,992, 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; 321 were enrolled with 341 attainments for TEA. Total Attainments were 2,641 (may be a duplicated number) with 1,586 student Completers.

Table A-2, Entered Employment/Job Retention by Campus, contains data from the Unemployment Insurance (UI) wage data match of completers' social security numbers to socials in the UI wage system. The matches conducted this year are the 6 and 12 month follow up on FY13, and the initial match for FY14 Entered Employment. Statewide, CPI exceeds goal for all employment matches.

As shown in Table A-3, students in the initiative attained a total of 2,641 certificates/degrees during this program year. Employability certificates, which include WAGE, CPI Employability and the CRC, is the largest group of certificates awarded (888); many of the campuses require this pre-employment certificate for all completers. For the third consecutive year, the associate degrees were the largest college credential category (563 awarded), while technical certificates

with 463 awarded and 393 certificates of proficiency followed. Campuses awarded 9 GED certificates in FY15 compared to 10 in FY14.

Tables A-4, 5 and 6 summarize demographics of students enrolled in CPI. The average age is 31 with a minimum age of 17 and maximum of 63. The population is 91 percent female and 9 percent male. Sixty-two percent are white; 33 percent black and 4 percent selected Hispanic as race.

Student Success rate calculation was changed in FY09 to mirror the ADHE success rate measure used for all community colleges. With this change, CPI students are compared to other students enrolled at the community 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* | FY15 Enrollment | FY16 Enrollment 7/1/2015 | Attainments* | Number of Completers | ADHE Approved Budget | FY15 Entered Employment |
|--------------|-------------------------------|---------------------|--------------------|--------------------------------|--------------|-------------------------|-------------------------|----------------------------|
| ANC | 45 | 62 | 276 | 91 | 365 | 143 | 442,832.21 | 131 |
| ASUB | 25 | 27 | 166 | 64 | 145 | 78 | 327,824.50 | 58 |
| ASUMH | 4 | 4 | 150 | 92 | 106 | 47 | 245,987.81 | 40 |
| ASUN | 11 | 8 | 211 | 117 | 141 | 83 | 286,791.11 | 76 |
| ATUO | 7 | 15 | 144 | 83 | 109 | 54 | 239,713.63 | 37 |
| BRTC | 6 | 7 | 230 | 123 | 105 | 80 | 344,446.93 | 52 |
| CCCUA | 2 | 1 | 85 | 44 | 60 | 40 | 236,895.11 | 26 |
| COTO | 5 | 4 | 203 | 91 | 95 | 94 | 215,878.05 | 86 |
| EACC | 20 | 12 | 122 | 59 | 79 | 43 | 287,703.73 | 51 |
| ASUMS | 11 | 17 | 100 | 47 | 93 | 49 | 265,435.92 | 37 |
| NAC | 19 | 20 | 175 | 92 | 119 | 59 | 283,775.16 | 51 |
| NPCC | 4 | 3 | 136 | 68 | 64 | 61 | 269,654.92 | 49 |
| NWACC | 20 | 28 | 168 | 100 | 134 | 69 | 272,032.76 | 56 |
| OZC | 2 | 2 | 316 | 161 | 123 | 113 | 258,098.00 | 89 |
| PCCUA | 28 | 29 | 267 | 182 | 100 | 69 | 348,121.67 | 60 |
| PTC | 32 | 33 | 184 | 73 | 92 | 87 | 272,675.71 | 85 |
| RMCC | 9 | 16 | 106 | 43 | 103 | 59 | 237,457.69 | 43 |
| SACC | 2 | 9 | 96 | 45 | 69 | 38 | 196,068.74 | 32 |
| SAUT | 3 | 4 | 122 | 51 | 56 | 54 | 187,114.32 | 34 |
| SEAC | 29 | 11 | 215 | 120 | 72 | 70 | 301,685.32 | 53 |
| UACCB | 6 | 8 | 215 | 139 | 118 | 63 | 245,999.33 | 50 |
| UACCH | 13 | 7 | 259 | 131 | 110 | 75 | 284,084.10 | 70 |
| UACCM | 2 | 0 | 89 | 64 | 59 | 23 | 243,945.17 | 19 |
| UAMC | 9 | 1 | 54 | 16 | 73 | 19 | 216,719.00 | 16 |
| UAMM | 7 | 13 | 57 | 41 | 51 | 16 | 233,158.61 | 15 |
| Total | 321 | 341 | 4146 | 2137 | 2641 | 1586 | \$6,744,099.50 | 1308 |

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

| | FY13 6 Month Retention (80%) | FY13 12 Month Retention (80%) | FY14 Entered Employment (55%) | |
|---|---|--|--|--|
| AR Northeastern College | 92 | 94 | 74 | |
| AR State University— Beebe | 82 | 86 | 68 | |
| AR State University—Mountain Home | 92 | 93 | 62 | |
| AR State University—Newport | 92 | 90 | 68 | |
| AR Technical University—Ozark | 95 | 93 | 75 | |
| Black River Technical College | 88 | 92 | 66 | |
| Cossatot Community College of University of AR | 85 | 88 | 52 | |
| College of the Ouachitas | 96 | 95 | 64 | |
| East AR Community College | 88 | 90 | 69 | |
| Arkansas State University - Mid-South | 85 | 80 | 63 | |
| North AR College | 88 | 90 | 69 | |
| National Park Community College | 89 | 91 | 68 | |
| Northwest AR Community College | 96 | 93 | 72 | |
| Ozarka College | 93 | 94 | 74 | |
| Phillips Community College of University of AR | 87 | 96 | 61 | |
| Pulaski Technical College | 92 | 94 | 63 | |
| Rich Mountain Community College | 94 | 91 | 82 | |
| South AR Community College | 88 | 91 | 76 | |
| Southern AR University—Tech | 96 | 92 | 65 | |
| Southeast AR College | 89 | 92 | 71 | |
| University of AR Community College at Batesville | 88 | 98 | 93 | |
| University of AR Community College at Hope | 91 | 93 | 54 | |
| University of AR Community College at Morrilton | 90 | 94 | 60 | |
| University of AR at Monticello College of Technology— Crossett | 84 | 75 | 66 | |
| University of AR at Monticello College of Technology— McGehee | 81 | 91 | 61 | |
| Overall | 90 | 92 | 67 | |

Table A-3: Attainments by Campus and Award Type

| | GED | EMP | CP | TC | AS | INT | CC | |
|-------------------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| Institution | Tot | Tot | Tot | Tot | Tot | Tot | Tot | Tot |
| ANC | 3 | 108 | 42 | 3 | 11 | 3 | 195 | 365 |
| ASUB | 1 | 79 | 19 | 19 | 27 | 0 | 0 | 145 |
| ASUMH | 0 | 41 | 20 | 25 | 20 | 0 | 0 | 106 |
| ASUMS | 0 | 33 | 16 | 0 | 17 | 7 | 20 | 93 |
| ASUN | 0 | 95 | 16 | 23 | 7 | 0 | 0 | 141 |
| ATUO | 0 | 0 | 31 | 27 | 40 | 11 | 0 | 109 |
| BRTC | 1 | 2 | 11 | 53 | 38 | 0 | 0 | 105 |
| CCCUA | 0 | 35 | 1 | 12 | 2 | 0 | 10 | 60 |
| COTO | 0 | 24 | 22 | 23 | 26 | 0 | 0 | 95 |
| EACC | 0 | 37 | 0 | 23 | 19 | 0 | 0 | 79 |
| NAC | 2 | 44 | 2 | 31 | 36 | 0 | 4 | 119 |
| NPCC | 0 | 26 | 0 | 4 | 34 | 0 | 0 | 64 |
| NWACC | 0 | 6 | 49 | 2 | 36 | 1 | 40 | 134 |
| OZC | 0 | 33 | 16 | 27 | 47 | 0 | 0 | 123 |
| PCCUA | 0 | 44 | 7 | 11 | 38 | 0 | 0 | 100 |
| PTC | 0 | 18 | 35 | 12 | 24 | 0 | 3 | 92 |
| RMCC | 0 | 40 | 23 | 12 | 20 | 0 | 8 | 103 |
| SACC | 0 | 33 | 6 | 26 | 4 | 0 | 0 | 69 |
| SAUT | 0 | 18 | 4 | 15 | 19 | 0 | 0 | 56 |
| SEAC | 0 | 25 | 7 | 16 | 22 | 0 | 2 | 72 |
| UACCB | 0 | 27 | 21 | 29 | 31 | 10 | 0 | 118 |
| UACCH | 0 | 28 | 15 | 40 | 27 | 0 | 0 | 110 |
| UACCM | 1 | 22 | 6 | 8 | 13 | 1 | 8 | 59 |
| UAMC | 1 | 34 | 14 | 17 | 5 | 0 | 2 | 73 |
| UAMM | 0 | 36 | 10 | 5 | 0 | 0 | 0 | 51 |
| All Institutions | 9 | 886 | 393 | 463 | 563 | 33 | 292 | 2641 |

Note: Some students may complete more than one award during the program year.

Table A-4: Summary by Age

| Institution | Average Age | Min Age | Max Age |
|-------------------------|--------------------|----------------|----------------|
| ANC | 30 | 19 | 54 |
| ASUB | 31 | 19 | 60 |
| ASUMH | 32 | 20 | 59 |
| ASUMS | 30 | 18 | 53 |
| ASUN | 30 | 19 | 55 |
| ATUO | 32 | 21 | 55 |
| BRTC | 31 | 19 | 56 |
| CCCUA | 30 | 20 | 54 |
| COTO | 32 | 17 | 59 |
| EACC | 29 | 19 | 58 |
| NAC | 33 | 18 | 59 |
| NPCC | 33 | 20 | 58 |
| NWACC | 34 | 19 | 58 |
| OZC | 33 | 18 | 58 |
| PCCUA | 29 | 19 | 59 |
| PTC | 33 | 20 | 56 |
| RMCC | 31 | 18 | 55 |
| SACC | 31 | 20 | 63 |
| SAUT | 32 | 20 | 55 |
| SEAC | 31 | 18 | 58 |
| UACCB | 32 | 20 | 60 |
| UACCH | 32 | 20 | 62 |
| UACCM | 30 | 19 | 50 |
| UAMC | 29 | 19 | 50 |
| UAMM | 30 | 19 | 47 |
| All Institutions | 31 | 17 | 63 |

Table A-5: Summary by Gender

| Institution | Male | Female | Total |
|-------------------------|--------------|---------------|-------------|
| ANC | 20 | 256 | 276 |
| ASUB | 21 | 145 | 166 |
| ASUMH | 17 | 133 | 150 |
| ASUN | 24 | 187 | 211 |
| ATUO | 16 | 128 | 144 |
| BRTC | 27 | 203 | 230 |
| CCCUA | 9 | 76 | 85 |
| COTO | 15 | 188 | 203 |
| EACC | 8 | 114 | 122 |
| ASUMS | 7 | 93 | 100 |
| NAC | 19 | 156 | 175 |
| NPCC | 12 | 124 | 136 |
| NWACC | 10 | 158 | 168 |
| OZC | 29 | 287 | 316 |
| PCCUA | 11 | 256 | 267 |
| PTC | 17 | 167 | 184 |
| RMCC | 8 | 98 | 106 |
| SACC | 5 | 91 | 96 |
| SAUT | 6 | 116 | 122 |
| SEAC | 7 | 208 | 215 |
| UACCB | 30 | 185 | 215 |
| UACCH | 14 | 244 | 258 |
| UACCM | 12 | 77 | 89 |
| UAMC | 4 | 50 | 54 |
| UAMM | 11 | 46 | 57 |
| All Institutions | 359 | 3786 | 4145 |
| | 8.66% | 91.34% | |

Table A-6: Summary by Race

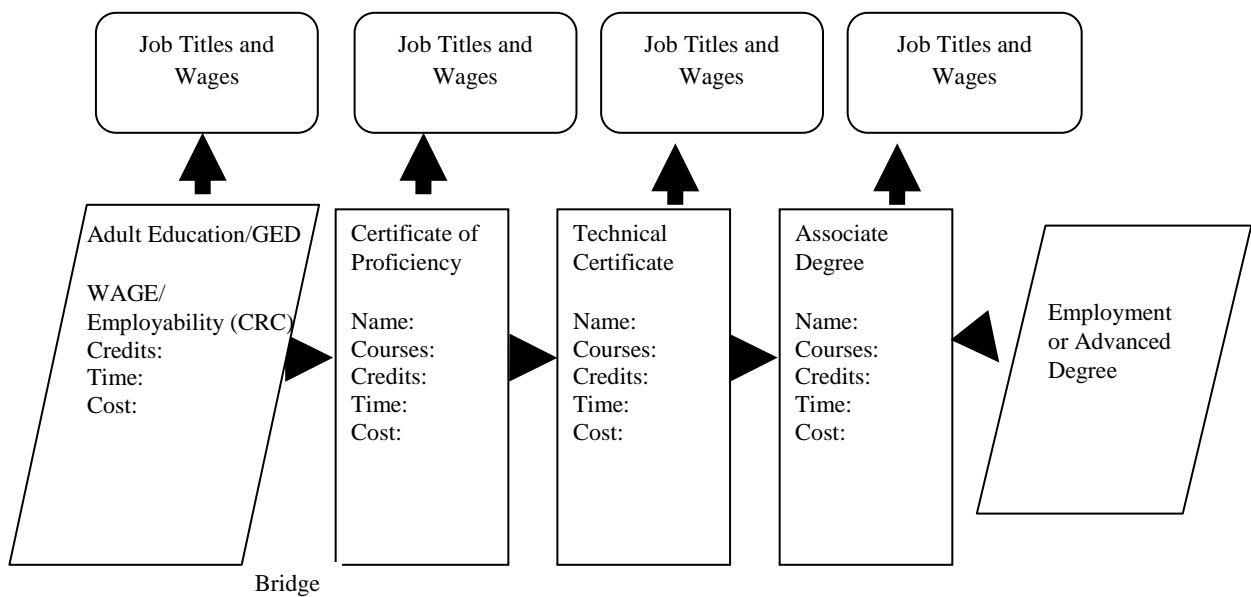
| Institution | Asian or Pacific Islander | Black | Hispanic | Native American | White | Non-Resident Alien | Other | Total |
|-------------------------|---------------------------|-------------|------------|-----------------|-------------|--------------------|-----------|-------------|
| ANC | 1 | 112 | 9 | 0 | 149 | 1 | 4 | 276 |
| ASUB | 2 | 25 | 3 | 0 | 135 | 0 | 1 | 166 |
| ASUMH | 0 | 2 | 4 | 2 | 141 | 1 | 0 | 150 |
| ASUN | 1 | 79 | 7 | 0 | 120 | 0 | 4 | 211 |
| ATUO | 0 | 5 | 6 | 2 | 129 | 0 | 1 | 144 |
| BRTC | 0 | 8 | 10 | 0 | 211 | 0 | 1 | 230 |
| CCCUA | 0 | 19 | 11 | 2 | 53 | 0 | 0 | 85 |
| COTO | 0 | 55 | 4 | 0 | 137 | 1 | 6 | 203 |
| EACC | 0 | 71 | 6 | 0 | 45 | 0 | 0 | 122 |
| ASUMS | 1 | 79 | 0 | 0 | 20 | 0 | 0 | 100 |
| NAC | 2 | 2 | 8 | 4 | 157 | 1 | 1 | 175 |
| NPCC | 1 | 38 | 9 | 0 | 87 | 0 | 1 | 136 |
| NWACC | 3 | 11 | 23 | 3 | 128 | 0 | 0 | 168 |
| OZC | 1 | 4 | 2 | 8 | 301 | 0 | 0 | 316 |
| PCCUA | 1 | 179 | 3 | 0 | 84 | 0 | 0 | 267 |
| PTC | 0 | 133 | 5 | 1 | 42 | 1 | 2 | 184 |
| RMCC | 1 | 0 | 4 | 1 | 100 | 0 | 0 | 106 |
| SACC | 0 | 48 | 7 | 0 | 41 | 0 | 0 | 96 |
| SAUT | 0 | 77 | 4 | 0 | 41 | 0 | 0 | 122 |
| SEAC | 0 | 152 | 1 | 0 | 61 | 0 | 1 | 215 |
| UACCB | 1 | 12 | 16 | 2 | 182 | 0 | 2 | 215 |
| UACCH | 0 | 153 | 11 | 2 | 93 | 0 | 0 | 259 |
| UACCM | 0 | 16 | 2 | 0 | 70 | 0 | 1 | 89 |
| UAMC | 0 | 22 | 5 | 0 | 27 | 0 | 0 | 54 |
| UAMM | 0 | 48 | 0 | 0 | 9 | 0 | 0 | 57 |
| All Institutions | 15 | 1350 | 160 | 27 | 2563 | 5 | 26 | 4146 |
| | 0.36% | 32.56% | 3.86% | 0.65% | 61.82% | 0.12% | 0.63% | |

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.