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## **Arkansas Career Pathways Initiative: Progress Report of Activities and Outcomes during Year One**

Prepared for the Arkansas Department of Higher Education

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## **Who We Are**

Workforce Strategy Center is one of America's most experienced nonprofits working to strengthen the nation's economy by producing a prosperous and globally competitive workforce.

WSC seeks to build more responsive education, training and economic development systems to help workers advance and businesses profit in a changing economy. We are a leading disseminator of innovative strategy, providing technical assistance and cross-site learning to policy makers, educators, and industry leaders. We are a pioneer in developing the career pathways model for aligning the goals and activities of education, training, workforce and economic development systems. Learn more about us at our website: [www.workforcestrategy.org](http://www.workforcestrategy.org).

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## Executive Summary

This report summarizes program activities and descriptive statistics from the first year of the Arkansas Career Pathways Initiative (CPI). Administered by the Arkansas Department of Higher Education (ADHE) in association with the Department of Workforce Services (DWS), Department of Workforce Education (DWE), the Arkansas Association of Two-Year Colleges (AATYC), and the Southern Good Faith Fund (SGFF), CPI provides funding for two-year colleges to develop career pathways initiatives that assist current Transitional Employment Assistance (TEA) recipients, and Temporary Aid to Needy Families (TANF) eligible students to earn marketable educational credentials for immediate entry into career track occupations and upward educational mobility. Funds for the initiative are approved by the Arkansas Transitional Employment Board (ATEB) and administered by DWS.

The initiative is innovative in that it departs from a more traditional approach of transitioning TANF-dependent workers into entry-level jobs regardless of the prospects for upward mobility and economic self-sufficiency. CPI embraces a framework which provides workers with an opportunity for both short and long term upward educational and job mobility. The primary objective of CPI is to reduce the need for public assistance among Arkansas's low-income, TANF-eligible adults. For the purposes of this initiative, a "TANF-eligible" person is defined as an adult caretaker, parent or relative of a child under the age of 19 who is deemed financially needy because they are/have:

- A former or current recipient of TEA cash assistance; or
- A current recipient of Food Stamps, ARKids or Medicaid; or
- Earnings are at 200% of the federal poverty level or less.

Although the initiative is little more than one year old, our preliminary analysis suggests that the performance of the regional partnerships engaged in implementing career pathways was solid during the first year. For example, 89 percent of all participants who enrolled in career pathways during the second quarter (spring) of 2006 (351 total enrollees) completed an award (certificate or degree) or were retained in good academic standing to the third quarter (fall) of 2006.

This report focuses on a nationally emerging economic development model called "career pathways." 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 higher levels of education and employment in that sector. Each step on a career pathway is designed to prepare people for upward mobility. Career pathways target jobs in industries of importance to local economies. They create avenues of advancement for current workers, jobseekers and future labor market entrants and a supply of qualified workers for employers.

The Arkansas Career Pathways Initiative, through which two-year colleges began serving clients in the fall of 2005, has driven improvements in the services for low-income and low-skill adults.

In particular, the initiative has created a network of previously disconnected agencies and organizations working together to reduce welfare dependency. Under the leadership of ADHE, this network has made improvements that include:

- **Changing the Nature of On-the-Ground Service Delivery:** CPI seeks to link together programs to promote education and career advancement for the target population and make programs more responsive to students and employers. Before the fall semester of 2005 when CPI began to serve clients, two-year colleges, workforce entities and other providers operated in relative isolation from one another. CPI brings together these agencies to provide participants with employability skills, basic skills, remediation, advanced skill training in high demand occupations, and college coursework under one career pathways framework. The educational stepping stones that comprise the career pathways include Adult Education/GED programs, WAGE/Employability programs, contextualized bridge programs, and two-year college certificate and associate degree programs.
- **Performance Measures and Incentive Funding:** During the formative stages of the initiative, ADHE and a committee of CPI site directors developed performance measures that reflect the overall objectives of the program and work to reduce welfare dependency. Act 1705 requires that incentive funding be dispersed on the basis of program performance. The performance committee identified student enrollment, awards earned by students, TEA client enrollment, employment rates, and employment retention rates as benchmark indicators.
- **Reaching Out to TANF-eligible Workers and Branding the Program:** ADHE and AATYC developed a public information campaign to recruit students from the TANF-eligible population. The campaign doubled as a branding effort to create an image for CPI reflecting the new opportunities for TANF-eligible students and the change in the status quo among service providers now seeking to support upward educational and career mobility. The campaign included an emphasis on the importance of higher education and invited students to enroll in CPI. In July 2005, 40,000 letters were mailed by the Department of Human Services (DHS) to advertise the initiative prior to the August 2005 enrollment period for the first six college pilot sites. Television, radio and print advertisement started in November 2005, and were accompanied by a second mailing of letters seeking to encourage January enrollments and included the five pilot sites that began service delivery in January 2006. In addition, a website ([www.arpathways.com](http://www.arpathways.com)) and toll free number (1-866-400-PATH) were established.
- **Re-organizing Support Services:** Recognizing that low-skill and low-income students are more at risk to fail to complete their courses of study, CPI seeks to create new linkages among existing support services and to identify service gaps in order to develop new supports that maximize the probability of student success. A broad range of newly implemented support services are provided to improve the likelihood of student success in addition to services already provided by host colleges. Student support services include funding for tuition and books, career assessment, advising, tutoring, job search skills, and job placement

assistance. In most cases, extra support such as transportation and childcare assistance are provided. These enhanced services work to ensure that barriers are removed for the participants.

- **Supporting New Objectives with a Dedicated Staff:** Each pilot site has a new career pathways office with qualified staff, funded by the initiative. Offices are typically comprised of a program coordinator, case managers or counselors, a recruitment specialist, an intake and assessment specialist, a career and employability specialist, and a curriculum specialist.
- **Identifying the Needs of the Economy and Adapting to Rapid Change:** Recognizing that the pace of economic change in the national economy is rapid and Arkansas businesses need a talented workforce with up to date skills to compete in the knowledge economy, CPI enables educators to respond more rapidly with the pace of change. Pilot sites are directed to prepare students for entry into jobs in high demand fields with the expectation that this will provide the most likely path towards higher wages and economic self sufficiency while providing employers with a qualified workforce.
- **Driving Innovation from the State Level:** The CPI effort was championed by the Director of the ADHE, who provided leadership and guiding vision from the outset, and led the advocacy effort for garnering financial resources from the ATEB. From the outset, ADHE created an administrative structure to support the new initiative by forming a new state Career Pathways Division. The division is organized into four functional areas: Employability, Curriculum, Data/Accountability, and Finance. A Program Director of Career Pathways, who reports to the State Associate Director of Academic Programs, is responsible for the overall management of the project including management of the career pathways grant. Positions reporting to the Director of Career Pathways have been established to manage each of the four functional areas. A priority of the division staff is to cultivate a spirit of change and encourage creative thinking among the pilot sites. Additionally, staff at AATYC is critical to the success of the initiative by assisting pilot college sites to utilize labor market data for decision-making and building linkages to the employer community; and SGFF assists colleges to build robust support services for students and to form partnerships with community-based organizations in order to augment existing support services.
- **Demonstrating Success During Year One:** Outcomes collected to date, which are preliminary due to the newness of the program, show that the initiative had a solid first year. The initiative reached many eligible participants and experienced fairly high success rates. The initiative experienced an enrollment of nearly 2,200 students in career pathways between fall 2005 and summer 2006. The average age of a career pathways student statewide was 31. Overwhelmingly the students were female (92%) and the ethnic/race participation rates was nearly 50 percent Caucasian and 50 percent African-American, with small percentages of Hispanics and other minorities. Between fall 2005 and summer 2006 students earned a total of 595 awards (certificates and degrees).

The following report provides more detail on these points. The report includes sections on the growing popularity of career pathways strategies nationally, the need for the Career Pathways Initiative in Arkansas, the objectives and design of CPI in Arkansas, and preliminary descriptive outcomes drawn from the first year of the program. The report ends with a discussion of opportunities for strengthening the initiative.

## Background

### The National Problem<sup>1</sup>

In the globally competitive economy of the 21<sup>st</sup> century, state and regions will thrive or decline based in large part on how well they cultivate and retain “knowledge workers,” individuals who possess postsecondary educational credentials (though not necessarily a bachelor’s degree), technical aptitudes, the ability to learn rapidly, and an entrepreneurial approach to employment. To produce workers with these skills, states will need to do the following:

- Increase postsecondary educational access and improve student success rates, particularly for low-income and low-skill adults.
- Align education and workforce programs with economic development initiatives and the needs of employers.
- Build the capacity of postsecondary institutions and other education and employment service providers to make these improvements

For individuals as well as communities, the stakes could scarcely be higher. Over the last 25 years, the economy has changed in ways that virtually necessitate education and training beyond high school for anyone who wants to earn a family-supporting wage. Earnings of workers with a high school diploma or less have declined since the 1970s while the earnings of workers with bachelor degrees have increased<sup>2</sup>. Today a bachelor degree holder earns on average 60 percent more than a high school degree holder compared to just over a 40 percent advantage in 1975. Jobs that require above a high school education are the fastest growing segment of the labor market, expected to account for nearly two-thirds of all new jobs between 2004 and 2014.<sup>3</sup> As these trends indicate, education has gained increasing value in the labor market, and demand for jobs requiring postsecondary credentials and degrees will continue to increase rapidly.

According to the United States Census Bureau Current Population Survey, more than 43 percent of adults have no more than a high school diploma or GED. Nearly 25 million American adults between the ages of 18 and 64 have less than a high school degree or GED, and the U.S. Department of Education Office of Vocational and Adult Education estimates that only about 10 percent of that population are enrolled in an adult education program. These individuals will find it increasingly difficult to advance beyond subsistence-level wages as the economy increases its demand for advanced skills and education.

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<sup>1</sup> The National Problem is based on Davis Jenkins, “Career Pathways: Aligning Public Resources to Support Individual and Regional Economic Advancement in the Knowledge Economy” (New York: Workforce Strategy Center, 2006).

<sup>2</sup> Day and Newburger, “The Big Payoff: Educational Attainment And Synthetic Estimates Of Work-Life Earnings” (Washington, D.C., U.S. Census Bureau, July 2002), 3.

<sup>3</sup> Authors calculations based on U.S Department of Labor, Bureau of Labor Statistics “Occupational Employment Projections to 2014.”

Unfortunately, most states have struggled to meet these challenges. With few exceptions, state policies governing adult and postsecondary education, workforce and economic development, and social and human services are designed and implemented in isolation from each other. Far more often than not, these systems do not effectively work together to produce the kinds of workers needed in today's economy.

Moreover, states do not have a unified, effective plan for adult workforce education and training which provides proactive guidance for service delivery, or employer engagement. This lack of coordinated planning manifests itself in many administrative and cultural activities, including the presence of different data systems that function independently, ineffective credit and transfer policies, competition for the same workforce dollars, few, if any, common outcomes measures, and deeply entrenched organizational protectionism. In addition, there are multiple policy advocates for workforce education and training in state level positions, further confusing employers and diluting the effectiveness of one coherent policy plan. Goals, such as targeting high demand occupation fields and tight alignment to economic development priorities are typically lost in most state's fragmented structure.

In short, our public systems—and our investments in those systems, as taxpayers and citizens—are in need of a dramatic and major adjustment.

### **Challenges in Arkansas<sup>4</sup>**

In Arkansas, the need to increase the educational attainment of adults is acute. In Arkansas:

- 27 percent of 18- to 24-year olds are enrolled in college (compared to 40 percent nationally)
- Only 2.8 percent of working adults are enrolled in college part-time (vs. 5.4 percent nationally)
- 17 percent of residents have a bachelor's degree (vs. 36 percent nationally)

A skilled workforce is the single strongest correlate of employment and earnings growth in state economies. But with more than a half million low wage working adults in Arkansas having less than a high school education, a significant portion of the State's workforce is acutely in need of additional training and skills. It has become increasingly critical for the state to increase the number of adults who access and complete education and training. While the institutions have endeavored to service as many students as possible, more must be done to enable a greater number of adult learners to move through the different components of the education and training pipeline and actively responds to employers and the economic development imperatives integral to developing a skilled workforce.

Given that the population of Arkansas is poor relative to other states – ranked 49<sup>th</sup> in per capita income nationally – the importance of improving the educational attainment of state residents is

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<sup>4</sup> Challenges in Arkansas are drawn from a proposal submitted to the Transitional Employment Assistance Board by the Arkansas Department of Higher Education on January 26, 2005 entitled "The Arkansas Career Pathways Initiative."

evident. If the national trends of increasing wages and higher demand among employers for educated workers continue, the state may be at risk in the future of falling further behind economically if state residents do not attain knowledge economy skills. Prior to this initiative there were several independently operated programs designed to address the needs of low-income adults who are seeking immediate employment. These efforts included programs run by the Transitional Employment Board, Arkansas Workforce Centers, the Workforce Alliance for Growth in the Economy (WAGE) program and others. A comprehensive strategy designed to bring together multiple objectives under a single umbrella was needed to advance the goal of assisting Arkansas' low-skill adult workers educationally and economically.

## **The Arkansas Career Pathways Initiative**

### **Career Pathways Nationally**

In a growing number of regions around the country, local leaders are working to closely coordinate publicly funded education, from primary through postsecondary levels, 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. Career pathways target jobs in industries of importance to local economies. Their purpose is to create both avenues of advancement for current workers, jobseekers and future labor market entrants and a supply of qualified workers for local employers. As such, they also help to strengthen and keep up-to-date a region's knowledge workforce.

Community colleges often play a linchpin role in career pathways. The career pathways framework promotes systemic reform for community colleges by providing a model which better aligns their various mission areas of workforce development, academic credentialing, transfer preparation, and remediation with the needs employers. 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 which help increase their skills and subsequent wages. Pathways commonly feature community colleges working in partnership with other educational entities and with workforce and economic development agencies, as well as with employer and labor groups and social service providers, to ensure that investments in education and training pay off for their region's economic vitality.

### **Career Pathways in Arkansas**

The Arkansas Career Pathways Initiative, which began serving clients in fall 2005, has adopted these principles in a new strategy for improving the earnings and postsecondary education attainment of Arkansas's low-income "TANF-eligible" adults. The initiative is considered

innovative in that it supports the education and training opportunities of TANF-dependent workers so that employment may be attained over time in the full spectrum of jobs - entry, intermediate and advanced positions. Career pathways support opportunities for upward mobility and economic self-sufficiency among participants. CPI emphasizes that workers should always have opportunities for upward educational and job mobility. The initiative has created a network of linked agencies and organizations that previously operated in relative isolation and are now effectively collaborating to address the long-term issue of promoting economic self-sufficiency for TANF-eligible workers. Administered by the Arkansas Department of Higher Education (ADHE) in association with the Arkansas Department of Workforce Education (DWE), and Department of Workforce Services (DWS), the Arkansas Association of Two-Year Colleges (AATYC), and the Southern Good Faith Fund (SGFF), CPI provides funding for two-year colleges to develop career pathways programs. This section of the report discusses the history of the initiative and provides a summary of the value added and new programs developed under the initiative.

### *The History of the Initiative*

In January 2003, AATYC together with the SGFF, the Governor's Office and other partners were awarded a grant from the National Governors Association's Center for Best Practices as part of their Pathways to Advancement initiative. This initiative worked to assist states to develop strategies to improve educational attainment for low-income and low-skill adults. These organizations piloted the first career pathways program in partnership with Southeast Arkansas College. Following the pilot, the state Arkansas Transitional Employment Board (ATEB) and ADHE decided to replicate the promising career pathways pilot with other two-year colleges across the state. SGFF and AATYC worked with ADHE to build support among state policymakers to realize the state initiative. The Arkansas Career Pathways Initiative emerged when the ATEB leveraged the innovative strategy developed under the Pathways to Advancement Initiative. The initiative was codified in Act 1705 of 2005, which required DWS, ADHE and the Workforce Investment Board in conjunction with DWS to jointly develop plans. The initiative was then funded with an \$8 million grant in fiscal year 2005. At the outset, the ATEB wanted to develop an innovative and entirely new approach solving the problem of economic advancement for "TANF-eligible" adults, while supporting broader goals for the educational attainment of state residents in the knowledge economy.

Eleven two-year colleges were selected to pilot the program. Selected sites were chosen based on the number of "TANF-eligible" individuals in their service areas, the percent of the population that is "TANF-eligible", and the existence of a WAGE program. Six two-year colleges were funded in an initial round of pilot funding in fall 2005— Arkansas Northeastern College, Arkansas State University-Newport, Cossatot Community College of the University of Arkansas, Ouachita Technical College, Phillips Community College of the University of Arkansas, and Southeast Arkansas College. An additional five two-year colleges were funded and joined CPI in January 2006. The additional five colleges were: Arkansas State University—Beebe, Black River Technical College, East Arkansas Community College, Mid-South Community College, and

Pulaski Technical College. Now entering its second year, the initiative has had the opportunity to establish operating principles and procedures and several early stage on-the-ground activities.

#### *A New Direction and New Objectives*

With change in mind, CPI charts a course for leveraging resources, improving linkages among public systems, and complementing existing services with new ones. The stated purpose of the initiative is to provide an educational, work-based program that will assist low-income people to gain skills that lead to self-sufficiency. The initiative places a strong emphasis on encouraging upward educational and career mobility for the target group of low-skilled, low-wage workers. This represents a shift from traditional programs, which aim to reduce TANF rolls by moving workers into jobs (that are sometimes entry-level and not self-sustaining), but neglect services to support upward educational and career transitions. A newly organized staff at ADHE is responsible for developing and implementing plans to accomplish this purpose. Several key objectives are articulated as means for accomplishing these ends. Among the key objectives are:

- Improved work participation rates
- Enhanced basic skills
- Increased attainment of college-level certificates and associate degrees
- Improved job retention, advancement and wage progression
- Reduced welfare recidivism
- Increased self-sufficiency

The initiative serves students who are current or former recipients of Transitional Employment Assistance (TEA), or current recipients of Food Stamps, ARKids or Medicaid; or earning 200% of the federal poverty level or less. Additionally, pathways participants must be the adult caretaker of a child under the age of 19.

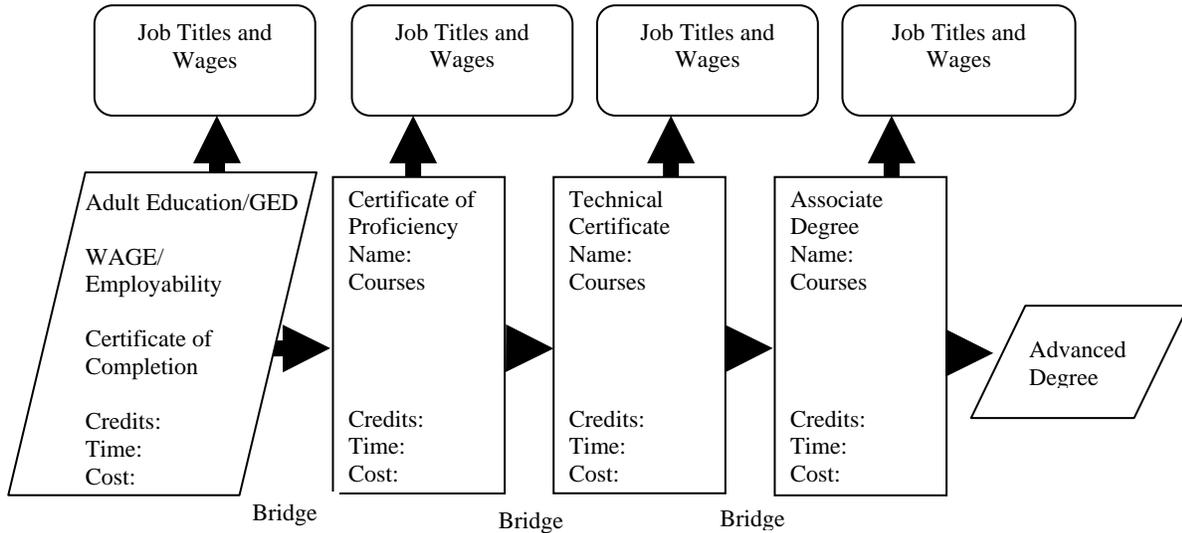
#### *Changing the Nature of On-The-Ground Service Delivery*

Recognizing that garnering momentum to achieve these objectives is difficult, at each of the 11 pilot sites, activities under CPI are devoted to creating new linkages between existing educational and employment programs and developing new programs to create stepping stones that facilitate upward educational and career mobility for the client population.

Each site is funded with approximately \$500,000 per program year. The funds have been used to establish a new career pathways program office at each pilot site in which staff coordinate program activities and provide guidance and support services for students. Before the fall semester of 2005 when CPI began to serve clients, two-year colleges, workforce entities and other providers operated in relative isolation from one another. CPI brings together these agencies to provide participants with employability skills, basic skills, remediation, advanced skill training in high demand occupations, and college coursework under one career pathways framework. The educational stepping stones that comprise the career pathways include Adult Education/GED programs, WAGE/Employability programs, Bridge programs, Certificates of

Completion, Certificates of Proficiency, Technical Certificates, and Associate Degree programs. Figure 1 shows the overall CPI framework that has been adopted by the pilot sites. Each pilot site is required to fill out the chart. The stepping stones depicted along the pathways are described below.

**Figure 1: Career Pathways Flowchart**



- **Adult Education/GED:** Adult Education provides Adult Basic Education (ABE), English as a Second Language (ESL) and GED programs.
- **WAGE or Employability Certificate:** The WAGE program is a work-based adult education program that delivers basic skills training to low-skilled clients. Typically based at a community college, or adult education center, WAGE program administrators work with employers to develop certificates in fields that are key to local economies. 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 employability certificate programs that deliver comparable training. Adult Basic Education (ABE) and English as Second Language (ESL) students are encouraged to enter WAGE certificate programs.
- **Bridge Programs:** These programs are referred to as bridge programs because they create a link between different levels of education such as employability certificates and credit-based academic work. These programs, newly developed under CPI, prepare educationally disadvantaged students to enter academic courses by teaching developmental or basic skills. Bridge programs enable students who are not ready to enter directly into credit-based courses to raise their academic competencies while receiving employability training or link to different levels of credit courses.
- **Certificate of Completion:** The Certificate of Completion is awarded to students who have demonstrated proficiency in skills or knowledge within technical or occupational training

programs that are less than 7 credit hours. Credits earned during these programs can be applied towards earning Certificates of Proficiency, Technical Certificates or as prerequisites for entering employment in technical or occupational fields.

- **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 of less than one semester (7 - 18 credit hours depending on the field). Credits earned during certificate of proficiency coursework can be applied towards earning Technical Certificates and associate degrees 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 towards earning an associate degree in the same field.
- **Associate Degree:** Associate degrees are 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). Many associate degrees articulate with four-year institutions in the state.

#### *Performance Measurements and Incentive Funding*

During the planning stages of the initiative, ADHE established a committee to develop performance measures that included many of the CPI directors from each college and ADHE staff. They developed performance measures that reflect the overall objective to reduce welfare dependency. Within the requirements of Act 1705, which requires that incentive funding be disbursed on the basis of program performance, the committee decided that performance measures should be based on student enrollment, awards earned by students, TEA client enrollment, employment rates and employment retention rates. The benchmarks established under the performance measurement plan are as follows:

- **Enrollment:** Each college must enroll a minimum of 200 students in the career pathways initiative. Benchmarks for institutions are based on levels of proposed enrollment submitted by each institution and enrollment from the previous year. The 2007 statewide goal is 2,500 students.
- **TEA Clients:** In order to accurately reflect the population served by the initiative, both former and current TEA clients are tracked as a sub-population with the population of enrollees. Ten percent of the students served by CPI must be TEA clients. This implies a minimum of 20 TEA clients per year (10% of 200 minimum enrollments). Colleges that served fewer than 20 TEA clients in 2006 are required to serve 20 in 2007. The colleges that served more than 20 TEA clients in 2006 are required to increase TEA client enrollment by 10 percent.

- **Awards:** The awards tracked under this initiative are the educational stepping stones depicted above. The minimum number of awards earned at each institution must surpass 40 per year (20 percent of 200 minimum enrollments). The number of awards earned at Arkansas institutions historically as a proportion of target population enrollments was used to establish the 20 percent baseline.
- **Employment:** The percentage of students who complete their programs, and gain employment must surpass 55%. This target was chosen based on performance in other employment programs and realistic expectations voiced by the site directors.
- **Employment Retention:** This measure will be collected from Unemployment Insurance (UI) data and will measure retention of workers in their jobs after completing career pathways programs. Performance goals will be specified at a later time.

Incentive funds are distributed on a per capita basis for each benchmark that is reached. Once a site meets their minimum performance benchmark, incentive funding is awarded. Additional funding is awarded for performance exceeding the minimum benchmark. For example, for a college with a minimum enrollment benchmark of 20 TEA clients, if the college enrolls 25 TEA clients it receives incentive funds for all 25 TEA clients. But if the college only enrolls 17 TEA clients, the college receives no incentive funding for TEA client enrollment. Incentive funds are awarded using a graduated system in which higher levels of academic completion have higher incentives. The graduated system is intended to encourage sites to advance students up the academic ladder. Per capita incentive funding is as follows:

- Each TEA client enrolled – \$100
- Each GED diploma or WAGE or employability certificate earned – \$100
- Each Certificate of Completion/ Proficiency earned – \$200
- Each Technical Certificate earned – \$300
- Each Associates Degree earned – \$500
- Each completer that is employed after program completion – \$500

#### *Reaching out to TANF-eligible Workers and Branding the Program*

As the initiative took shape, CPI leaders knew that low-skilled, low-income populations are not easily drawn into higher education. A plan to attract students in order to meet their performance goals was developed. In 2005, ADHE and AATYC developed a public information campaign that served to recruit students from the TANF-eligible population. The campaign doubled as a branding effort that created an image for CPI reflecting the new opportunities for TANF-eligible students and the changing status quo among service providers. The campaign included an emphasis on the importance of higher education and invited students to enroll in CPI. In July 2005, 40,000 letters were mailed by DHS advertising the initiative just prior to the August 2005 enrollment period at the first six pilot sites. Television, radio and printed advertisement started in November 2005 and were accompanied by a second mailing of letters seeking to encourage January enrollments at all pilot sites including the five pilot sites that began service delivery in

January 2006. In addition, a website ([www.arpathways.com](http://www.arpathways.com)) and toll free number (1-866-400-PATH (7284)) were established.

Advertisements ran again beginning in January 2006 for five weeks. The 2006 campaign included television and radio advertisements, a radio script that could be customized for the college. Each CPI site was given a marketing kit that included the CPI logo, brochures and posters, and press releases designed for customized use by each college in local newspapers.

### *Re-organizing Support Services*

Recognizing that low-skill and low-income students are typically at high-risk for failing to complete their courses of study, CPI seeks to further create linkages among existing support services and to identify service gaps in order to develop a package of student supports that maximize the probability of success. SGFF has been instrumental in assisting colleges to build comprehensive student support systems to meet student's needs, and has worked to connect colleges to community-based organizations to augment their student support services systems. A broad range of support services newly implemented to improve the likelihood of student success are provided by CPI programs in addition to services already provided by host colleges. Student services include funds for tuition and books, career assessment, advising, tutoring, job search skills, and job placement assistance. In most cases, extra support such as transportation and childcare assistance are provided.

A great deal of focus has been dedicated toward making it easier for students to access support services in other college departments or community agencies. Prior to the initiative, students were often left to navigate college services on their own. Currently, upon arrival in the career pathways office at each pilot site, students receive an orientation to available facilities, on-campus services, and career pathways services. Students are then assessed using a standardized placement test to determine the student's academic proficiency in reading, math, and writing. The scores help to place the student into the most appropriate course or program. Testing instruments such as TABE, Career Scope, COMPASS/ESL, and the Arkansas College and Career Planning System are utilized when students enter the pathway.

The assessment data for each student are used to develop an Individual Career Plan (ICP), which serves as a road map for the student's educational and career advancement goals. Students are recommended for courses at the appropriate level depending on assessment test performance. Students with scores which indicate a need for further academic work are placed into adult education classes, which enable them to work towards a GED, WAGE or employability certificates before advancing to successively higher levels along their chosen pathway. An automated learning lab is available in each career pathways office for students who would benefit from individual study. Software applications such as PLATO, I CAN LEARN, and AZTEC are used to improve students' basic skills in preparation for entering career pathways college-level coursework.

Again, by employing innovative strategies and creating a new environment of maximum support for students, CPI program staff assists students to complete the enrollment process necessary to enter college and select courses in line with career interests. Once enrolled, counselors work one-on-one with student participants to resolve issues and barriers that may hinder student retention or program completion. Seminars on college survival skills and tutoring services coordinated by career pathways counselors are common support services in addition to individual counseling. Counselors monitor student educational progress often on a bi-weekly basis and work closely with academic counseling staff at each college to arrange for tutoring and other academic support.

Counselors also work with career pathways students to resolve non-academic barriers. With a focus on strengthening linkages among support services, the career pathways program provides vouchers for services such as transportation or child care or referrals for supplemental support services such as personal counseling elsewhere within the college or from county services. SGFF provides assistance to career pathways pilot sites to connect to available services. Students must be working in order to receive childcare or transportation assistance. All career pathways students are required to apply for Pell Grants and student loans. Campus financial aid offices assist students to identify sources of financial assistance and help students navigate the process. In cases where students are ineligible or have exhausted their benefits from other financial aid sources, career pathways offices are authorized to provide tuition assistance. The amount of benefits or scholarships provided varies from site to site.

As students progress in their coursework, campus career centers and career pathways job counselors assist with additional career exploration and employment searches. Topics such as workplace attire, punctuality, workplace behavior, conflict resolution and other workplace expectations are addressed in employability and bridge programs in addition to typical interview and resume guidance. Job announcements are listed and counselors in the career pathways office work extensively with students and employers to facilitate job placement and retention.

#### *Supporting New Objectives with a Dedicated Staff*

Each pilot site has a career pathways office with staff provided by funding from the initiative. Offices typically include a program coordinator, case managers or counselors, a recruitment specialist, an intake and assessment specialist, a career and employability specialist, and a curriculum specialist. Often career pathways staff are re-assigned from other departments within the college indicating that the CPI office at each site is a place where intra-institutional linkages are being made.

The program coordinator is the overall manager of career pathways operations. Case managers or counselors assist students to overcome both academic and non-academic barriers to success by developing individual career plans, holding regular meetings with students, and referring students to support services as needed. Recruitment specialists advertise the program to the eligible population of students both within and outside of the college. The intake and assessment specialist administers the battery of assessment tests and works with the counselor to develop

individual career plans. The career and employability specialists provide guidance to students regarding resume writing and interviewing, and coordinates employability training including the WAGE program; the curriculum specialist works to develop and modify curricula, and develops career pathways to support the dual goals of career and academic advancement.

#### *Identifying the Needs of the Economy and Adapting to Rapid Change*

Recognizing that the pace of change in the national and state economy is rapid, local employers need a qualified workforce with up to date skills to compete. CPI seeks to develop systems that enable programs to stay current with the pace of change. Pilot sites are required to prepare students to gain entry to jobs in high demand fields with the expectation that this will provide the most likely path towards higher wages and economic self sufficiency while providing employers with workforces that possess current skill sets. AATYC has been instrumental in providing assistance to colleges in using labor market information to rethink program offerings.

The Department of Workforce Services maintains labor market data regarding industries and occupational titles throughout the state. It provides historical, current, and projected job openings by occupational title along with net job growth/loss in all major industries. Also, the Arkansas Department of Economic Development has identified industries that are key to the Arkansas economy or have potential for growth. Each career pathways site chooses industries or occupations that have or are projected to have strong demand for labor in which to develop training and targeted job development efforts based on data provided by these agencies. Once high demand industries or occupations are targeted, sites develop a comprehensive map which outlines the various stepping stones along the pathways leading to work in these fields for student who complete the program.

Lessons learned from the work and experience of career pathways initiatives in other parts of the country have shown the importance of building strong, customer-focused relationships with employers. Employers involved in highly collaborative career pathways often participate directly in curriculum design, provide training equipment, create opportunities for staff to deliver training, offer internships and apprenticeship or even direct funding if they are reasonably confident that the product of the training will benefit their organizations. CPI pilot sites are working to strengthen their relationships with employers. As the program matures, sites will continue to cultivate employer relationships and create an even stronger connection between career pathways programs and the needs of the economy.

#### *Driving Innovation from the State Level*

In any effort to bring about systemic change in policy and practice, leadership is crucial. Every state has a unique political environment with a greater or lesser degree of administrative centralization; accordingly, efforts to affect policy change gain traction in different ways from state to state. The CPI effort was championed by Director of the ADHE, who provided the leadership and guiding vision. Efforts have been successful in garnering interagency cooperation and building support in the legislature.

The CPI framework at each pilot site is guided by the Arkansas Department of Higher Education. From the outset, ADHE created an administrative structure to support the new initiative by forming a new state Career Pathways Division. The division is organized into four functional areas: Employability, Curriculum, Data/Accountability, and Finance. The Program Director of CPI, who reports to the ADHE Associate Director of Academic Programs, is responsible for the overall management of the project including management of the career pathways grant. Additionally, staff at the AATYC and SGFF has been instrumental in helping CPI work towards its goals. Division staff and staff at supporting agencies and organizations endeavor to cultivate a spirit of change and encourage creative thinking among the pilot sites.

Positions reporting to the Program Director of the CPI have been established to manage each of the four functional areas. An employability coordinator establishes policies and objectives for developing and maintaining Adult Education/GED and WAGE/Employability certificates. A curriculum coordinator establishes policies and objectives for developing contextualized or customized curriculum and guides educational pathway development at the campuses. A finance/internal auditor is responsible for working with the colleges to ensure that funds are spent appropriately and effectively. A data/accountability coordinator gathers data for the purpose of assessing performance and predicting outcomes in student enrollment, retention, completion and placement of students participating in the career pathways programs. Since the program began, the coordinators of each functional area have been focused on establishing operating procedures and guidelines and overseeing program implementation at the colleges.

- **Employability:** CPI strongly focuses on developing employability skills among the target group. Prior to the initiative, not all colleges had WAGE programs. As a result, a critical access point to college and careers was not available to some members of the target population. Under CPI, all 11 pilot colleges are working towards establishing WAGE or comparable employability certificate programs. Resumes, interviewing skills, basic keyboarding and computer skills as well as soft skills training needed for employment are now being taught in CPI eligibility programs. The result is expanded access to entry-level work and increased familiarization with the college environment, which results in higher likelihood of educational advancement. Additionally, the WAGE program has not historically served two-year college students. CPI has removed this barrier and developed this linkage, which enables students enrolled in college to gain an employability certificate.
- **Curriculum:** Managed by the state CPI curriculum coordinator, the initiative provides guidelines to colleges with directives to develop new programs and institutional strategies to assist students in advancing educationally along their chosen paths. Specifically, colleges develop and implement processes for shortening the time requirement to improve student basic skills and meet their developmental education needs. Innovations intended by the initiative include bridge programs, open-entry/open-exit, modularized coursework, specialized training, and effective use of instructional software. Additionally, colleges are required to develop “road maps” depicting academic and occupational stepping stones for students along career pathways in high demand fields using Department of Labor/

Department of Education career clusters. The maps are proving to be useful tools because they serve as blueprints in efforts to align educational offerings with job requirements and to coordinate recruitment, retention and career planning and placement services.

CPI funds each college to hire a curriculum coordinator who is responsible for coordinating and modifying existing programs and developing new programs throughout the college to create avenues for advancement for students. Curriculum coordinators are strongly encouraged to be innovative in developing programs that serve working adults using modularized curriculums, contextual instruction, and methods for flexible course delivery. Workshops and training sessions are provided by the Arkansas Department of Higher Education in which leading examples of program modifications and curricular innovations are shared among the colleges. Curriculum coordinators develop assessment procedures using software such as COMPASS to formulate an individual learning plan using software programs that utilize applications such as PLATO, I CAN LEARN, and AZTEC.

- **Data/Accountability:** CPI has promoted sharing of data across agencies. Prior to CPI, data systems were not used in conjunction to measure employment and educational outcomes for “TANF-eligible” students. This initiative has created linkages between multiple agencies and data systems enabling a more comprehensive view of outcomes for career pathways students. For each participant, the Arkansas Department of Higher Education provides data about class registration/completion, remediation, course grades, and college-level demographic data. Department of Workforce Services provides unemployment insurance data, which are used to monitor job placement, wages, and retention, and DWE provides educational outcomes for adult education students. The Department of Health and Human Services provides data regarding program eligibility.
- **Finance:** The financial structure of CPI is designed to provide flexibility for colleges in operationalizing career pathways. Each of the 11 pilot sites received approximately \$500,000 in 2006; and the same amount was reauthorized for fiscal year 2007. CPI colleges use their funding for salaries and benefits, office equipment, classroom facilities, instructional equipment and software, instructional supplies, administrative supplies, advertising, student support including tuition, professional development, and professional fees. The source of funding for CPI is the TANF grant approved by the ATEB. Although not required, all participating colleges have contributed in-kind funds to the career pathways effort.

CPI financing is innovative in that it leverages TANF funding to advance students educationally and in their careers. Historically TANF-funded programs have been oriented towards program completions and job attainment without any focus on upward mobility once the initial outcome is attained.

Additionally, the staffs of AATYC and SGFF are critical to the success of the initiative. The Director of Workforce Training at AATYC works closely with ADHE staff and college site directors to assist sites in focusing on high demand occupations. Services provided by the

AATYC include assistance with customizing curriculums and creating linkages with business and industry. ADHE has a sub-grant with SGFF, managed by their Policy Director, for training personnel at the colleges to recruit and mentor participants from initial recruitment and assessment through job placement and job retention. SGFF also trains and assists personnel at the colleges in creating partnerships and linkages to community-based organizations for the provision of support services such as childcare and transportation.

## Descriptive Statistics from the First Year

Outcomes collected to date, which are preliminary due to the newness of the program, indicate that every site had a solid first year. Throughout the first year as information became available regarding the participants’ progress, it became apparent that the initiative was effective in reaching its target population and was experiencing high success rates. As shown in Table 1, students in the initiative earned a total of 595 awards between fall 2005 and fall 2006. Table 2 shows that 89 percent of all participants who enrolled in career pathways during the second quarter (spring) of 2006 (351 total enrollees) completed an award (certificate or degree) or were retained in good academic standing to the third quarter (fall) of 2006. Appendix A includes a set of tables which provide additional descriptive statistics regarding CPI participation rates.

Table 1: Awards Fall 2005 – Fall 2006

Awards	Quantity
GEDs	35
WAGE/ Employability Certificates	161
Certificates of Completion/ Proficiency	251
Technical Certificates	85
Associate degrees	63
Total Awards Earned	595

Table 2: Completions/Retentions/Withdrawals for Students Who Enrolled During 2<sup>nd</sup> Quarter 2006

Students	Quantity	Percentage
Students in 2nd Qtr 2006 cohort	351	
Students completing from cohort	56	16%
Students retained to 3rd Qtr 2006	255	73%
Success Rate (completing and retained students)	311	<b><u>89%</u></b>
Students withdrawing or dropping from cohort	40	11%

- **Demographics:** As shown in the table in Appendix A-1, nearly 2200 students enrolled in career pathways between fall 2005 and summer 2006 with Southeastern Arkansas College hosting the largest career pathways programs with a total of 359 enrollees at that college alone. The average age of a career pathways student statewide was 31. Overwhelmingly the

students were female (92%) and the ethnic/race data indicated that nearly 50 percent were Caucasian and 50 percent African-American, although there was a small percentage of Hispanics and other minorities.

- **Previous Education and Employment Status:** From the students who participated in the initiative, it can be observed that the career pathways students seemed to be reasonably well-prepared to enter college level coursework prior to enrolling in career pathways. As shown in the table in Appendix A-3, 91% of career pathways students were either high school graduates or GED recipients and only 21% received TABE scores below the 8<sup>th</sup> grade level. Forty-seven percent of pathways students were employed at the time of enrollment with an average hourly wage in the \$7 to \$8 range.
- **Enrollments and Completions by Award Type:** The table in Appendix A-4 shows that during fall 2005 through spring 2006 academic year, over 1,000 career pathways students (over 50%) were enrolled in associate degree programs and 60 of these students completed their coursework. Employability certificates were the second most common award pursued by career pathways students (248 enrolled) followed by certificates of completion (245 enrolled), technical certificates (189 enrolled), certificates of proficiency (103 enrolled) and GEDs (145 enrolled). Certificates of proficiency had the highest rate of completion (80 out of 103 students).
- **Financial Aid:** The table in Appendix A-5 indicates that nearly one-half of pathways enrollees were receiving Pell Grants (915 recipients) with an additional 243 students receiving student loans and 125 students receiving other forms of financial aid.

The initiative is reaching a large number of students from the target population. Data indicate that over 50 percent of program participants are single parents and two-thirds receive food stamps or Medicaid assistance. Students who meet eligibility requirements on the basis of other characteristics amount to small percentages of the total population as well. The vast majority of students in the program are working toward – certificates of completion/ proficiency, technical certificates, or associate degrees. Because the initiative is just underway with implementation, it is too early to compile data on post-completion employment, wage gain or the upward educational mobility of pathway students. As the initiative continues and students continue, more data will become available. Necessarily, it will be critical to examine these outcome measures and to evaluate the success of this initiative relative to other interventions undertaken by the colleges.

## Next Steps

During its first year of operations, CPI accomplished a great deal and the initiative is well positioned to continue to expand and build capacity in the future. Building on the recent momentum garnered by the successful first year of the program, there are several key opportunities for the initiative to make strides moving forward.

- **Moving beyond Labor Market Information to Connect to Demand Industries:** To date, most of the CPI programs have relied primarily on labor market data to make informed decisions about program design. Moving forward, every site should seek to build direct relationships with employers in industries experiencing high demand for labor in order to validate the labor market information. Career pathways maps developed jointly by educators and employers should be continued. Not only are educational stepping stones important to chart, but career stepping stones must be intertwined. The career pathway flowchart (Figure 1) should be modified to depict opportunities for transitions from employment back into education and opportunities for upward job mobility once participants are in the workforce. Currently, the flowchart only depicts mobility within the educational institutions and one-way transitions into the job market. Information regarding career ladders within the targeted fields should be gathered and documented during the process of planning career pathways. Gathering this additional information is difficult work and requires closer relationships with employers. These close connection with employers in career pathways planning would enable educators to better serve the employers, and to better advise students about how best to capitalize on career opportunities. Additionally, efforts to strengthen employer connections should be coordinated with state efforts to promote economic development in key industries. State economic development agencies have plans for supporting growth among key industries; career pathways efforts can complement these plans and contribute to overall economic competitiveness.
- **Reaching Out to Industry Partners:** In addition to gathering information from employers regarding program design, educators should work towards actively involving employers in program delivery. Career pathways developers nationally have had success in engaging employers in program delivery once employers feel confident that the partnership is mutually beneficial. Employers often sponsor internships and co-ops, and they often are willing to donate equipment, lend staff to instruct classes, provide tours of their facilities, provide space for delivering training on site at facilities, or even provide direct funding to support training. ADHE staff should encourage CPI sites to push the envelope in terms of how they engage employers in the career pathways process.
- **Leveraging Additional Partnerships at the Local Level:** CPI programs are already successful at using the resources and services provided by partners in aiding students. From support services to financial aid, career pathways sites are connecting their students to a wide variety of beneficial services. CPI staff may wish to consider using Workforce Investment Act (WIA) services to augment the services provided at CPI offices. One-Stop Service Centers, funded by WIA, provide a complement of career counseling and job search services

that may help reduce the burden on CPI staff. Additionally, they likely have relationships with employers that can be used in career pathways program development. In some instances, they may have training vouchers that could be used to cover tuition expenses associated with WAGE/employability programs, bridge programs, or certificate of completion/ proficiency programs.

- **Using Data for Continuous Improvement:** ADHE staff has devoted much energy to capturing data for program participants regarding educational attainment and employment. As the initiative matures, it will be essential to begin to *use* the data collected to assess program outcomes and identify opportunities for improvement. A key to this will be to organize the data so that the progress and outcomes of cohorts of students can be tracked over time. Attaching demographic information on each student to the longitudinal data will make it possible to capture the *rates* of success for particular groups of program participants. To evaluate the effectiveness of the CPI programs, it will be necessary to compare rates of success for CPI participants with those of similar students who did not participate in career pathways, but enrolled in similar programs at the same point in time. Colleges can apply this same approach to evaluating the effectiveness of their programs and services more generally.
- **Benchmarking Career Pathways Development:** To assist current and future CPI sites in benchmarking their progress and devising development plans, ADHE may consider convening a CP Institute. The emphasis of the institute would be three-fold—providing technical assistance to teams on the topics identified above, offering teams a process for benchmarking their progress against CPI goals and objectives; and providing for peer learning across the sites. The institute could be organized utilizing experts from within Arkansas and around the country to deliver curriculum and consulting services. CPI sites would leave the institute with tools and resources to use in their home regions as well as action plans for implementing and expanding career pathways services.

## Appendix A

The tables below give descriptive statistics regarding career pathways participation. The tables included are:

Table A-1: Participant Median Age and Percentage by Gender and Race/ Ethnicity for Program Year One

Table A-2: Percentage of Participants by Eligibility Requirement for Program Year One

Table A-3: Percentage of Participants by Previous Education, TABE Tests and Employment Status at Application

Table A-4: Enrollments and Completions by Award Type for Program Year One

Table A-5: Number of Students Receiving Financial Aid by Source for Program Year One

Table A-1: Participant Median Age and Percentage by Gender and Race/ Ethnicity for Program Year One (Fall 2005 – Summer 2006)

	Enrollments	Age (Median)	Gender		Race/Ethnicity			
			F (%)	M(%)	Black (%)	Hispanic (%)	White (%)	Other (%)
<i>Started Fall 2005</i>								
AR Northeastern College	263	27	92%	8%	50%	1%	50%	0%
AR State University - Newport	198	30	76%	24%	22%	1%	76%	1%
Cossatat Comm. College of U of AR	260	32	88%	12%	25%	6%	68%	1%
Ouachita Technical College	210	34	94%	6%	27%	3%	68%	1%
Phillips Community College of U of AR	198	30	99%	1%	87%	0%	13%	0%
Southeast AR College	359	29	94%	6%	71%	0%	29%	0%
<i>Started Spring 2006</i>								
AR State University - Beebe	97	38	84%	16%	0%	0%	100%	0%
Black River Technical College	170	29	91%	9%	4%	1%	96%	0%
East AR Community College	140	33	97%	3%	62%	0%	38%	0%
Mid-South Community College	79	37	99%	1%	95%	0%	5%	0%
Pulaski Technical College	259	30	95%	5%	46%	0%	24%	29%
<b>Total</b>	<b>2,233</b>	<b>31</b>	<b>92%</b>	<b>8%</b>	<b>47%</b>	<b>1%</b>	<b>48%</b>	<b>4%</b>

Note: The total number of participants for whom information on gender was available is 2,159. For race/ethnicity the total available was 2,054.

Table A-2: Percentage of Participants by Eligibility Requirement for Program Year One (Fall 2005 – Summer 2006)

	<b>Single Parent (%)</b>	<b>Current TEA (%)</b>	<b>Former TEA (%)</b>	<b>Food Stamps / Medicaid (%)</b>	<b>Below 200% of Poverty</b>
<i>Started Fall 2005</i>					
AR Northeastern College	62%	7%	13%	61%	19%
AR State University - Newport	44%	1%	10%	58%	31%
Cossatot Community College of U of AR	33%	0%	6%	92%	9%
Ouachita Technical College	58%	1%	11%	81%	7%
Phillips Community College of U of AR	59%	8%	21%	63%	9%
Southeast AR College	61%	6%	19%	63%	12%
<i>Started Spring 2006</i>					
AR State University - Beebe	40%	0%	3%	77%	18%
Black River Technical College	41%	2%	2%	61%	35%
East AR Community College	51%	9%	14%	70%	7%
Mid-South Community College	84%	6%	0%	84%	10%
Pulaski Technical College	83%	7%	13%	77%	2%
<b>Total</b>	<b>56%</b>	<b>5%</b>	<b>12%</b>	<b>70%</b>	<b>14%</b>

Note: The total number of participants for whom information on eligibility was available is 2,233. Note also that some participants were eligible under multiple criteria.

Table A-3: Percentage of Participants by Previous Education, TABE Tests and Employment Status at Application for Program Year One (Fall 2005 – Summer 2006)

	Previous Education			TABE test below 8th grade level (%)	Employment	
	H.S. Diploma (%)	GED (%)	No H.S. Diploma or GED (%)		Employed at application (%)	Reported hourly wage (Median)
<i>Started Fall 2005</i>						
AR Northeastern College	44%	17%	38%	8%	40%	\$ 8.00
AR State University - Newport	70%	22%	9%	2%	38%	\$ 7.50
Cossatot Community College of U of AR	60%	40%	0%	60%	64%	\$ 7.50
Ouachita Technical College	68%	26%	7%	11%	43%	\$ 7.00
Phillips Community College of U of AR	85%	8%	7%	2%	48%	\$ 7.00
Southeast AR College	69%	23%	9%	52%	42%	\$ 7.50
<i>Started Spring 2006</i>						
AR State University - Beebe	63%	34%	3%	3%	63%	\$ 8.00
Black River Technical College	75%	20%	5%	1%	38%	\$ 7.00
East AR Community College	77%	12%	11%	34%	58%	\$ 7.00
Mid-South Community College	78%	20%	1%	4%	43%	\$ 7.50
Pulaski Technical College	80%	20%	0%	2%	50%	\$ 8.00
<b>Total</b>	<b>69%</b>	<b>22%</b>	<b>9%</b>	<b>21%</b>	<b>47%</b>	<b>n/a</b>

Note: The total number of participants for whom information on previous education was available is 1,969. For employment the total available was 2,123. For hourly wages, the number was 726.

Table A-4: Enrollments and Completions by Award Type for Program Year One (Fall 2005 – Summer 2006)

	GED		Employability Certificate		Certificate of Completion		Certificate of Proficiency		Technical Certificate		Associate Degree	
	Enr	Comp	Enr	Comp	Enr	Comp	Enr	Comp	Enr	Comp	Enr	Comp
	<i>Started Fall 2005</i>											
AR Northeastern College	10	5	2	-	134	109	0	0	25	11	101	5
AR State University - Newport	11	9	10	9	10	7	35	31	11	3	49	6
Cossatot Comm College of U of AR	21	-	119	53	0	0	0	0	21	9	218	5
Ouachita Technical College	11	2	86	17	3	3	21	20	38	3	79	6
Phillips Comm College of U of AR	8	2	2	-	0	0	21	9	16	1	108	7
Southeast AR College	25	-	14	14	26	25	8	7	25	4	28	5
<i>Started Spring 2006</i>												
AR State University - Beebe	-	-	-	-	0	0	0	0	14	-	7	-
Black River Technical College	10	-	-	-	0	0	17	12	1	6	91	7
East AR Community College	-	-	9	9	0	0	0	0	-	-	132	6
Mid-South Community College	-	-	6	5	72	6	0	0	-	-	-	-
Pulaski Technical College	49	4	-	-	0	0	1	1	38	37	270	13
<b>Total</b>	<b>145</b>	<b>22</b>	<b>248</b>	<b>107</b>	<b>245</b>	<b>150</b>	<b>103</b>	<b>80</b>	<b>189</b>	<b>74</b>	<b>1,083</b>	<b>60</b>

Note: The number of enrollments in specific career pathways does not represent the total number of students enrolled in all career pathways programs. There were an additional 18 enrollees and 15 completers distributed across the college in clerical and industrial certificate programs. Also note that students may have earned more than one award and thus may be counted more than once.

Table A-5: Number of Students Receiving Financial Aid by Source for Program Year One (Fall 2005 – Summer 2006)

	Pell Grants	Student Loans	Other Financial Aid
<i>Started Fall 2005</i>			
AR Northeastern College	13	2	7
AR State University - Newport	66	16	23
Cossatot Community College of U of AR	199	-	3
Ouachita Technical College	69	20	7
Phillips Community College of U of AR	91	15	29
Southeast AR College	37	6	16
<i>Started Spring 2006</i>			
AR State University - Beebe	-	-	-
Black River Technical College	126	50	18
East AR Community College	97	31	6
Mid-South Community College	29	-	3
Pulaski Technical College	188	103	13
<b>Total</b>	<b>915</b>	<b>243</b>	<b>125</b>