

K. Performance Accountability

[Federal Planning Guidance: Nothing in this guidance shall relieve a State of its responsibilities to comply with the accountability requirements of WIA Title I and II and the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III), including, for example, the requirements to renegotiate performance levels at statutorily defined points in the 5-year unified plan cycle. The appropriate Secretary will negotiate adjusted levels of performance with the State for these programs prior to approving the State plan.]

The Arkansas Workforce Investment Board will coordinate and establish policy for conducting performance accountability activities associated with the workforce investment system created by the federal Workforce Investment Act of 1998 and Arkansas Act 1125 of 1999, including all activities conducted in and through Arkansas' One-Stop career centers.

At its January 11, 2000, meeting and workshop, the Arkansas Workforce Investment Board provided the following recommendations on performance accountability:

- Specific performance goals must be set, sanctions must be imposed if goals are not achieved, and good performance must be recognized.
- Each one-stop delivery system should be evaluated for effectiveness, partner participation, and customer satisfaction.
- The effectiveness of one-stop services must be evaluated on a short-term basis and a long-term basis.
- Each agency's performance indicators and measurable goals should maintain to meet federal guidelines and benchmarks.

Each program included in the Arkansas State Unified Plan has its own performance measures, but each also contributes to the performance measures in Attachment K-1. These levels measure not only the performance of the WIA Title I program, but also the performance of the entire workforce investment system. As partners in the One-Stop, the success of each program contributes to the success of the entire system. The overarching concept of the system is to coordinate the services of all the partners to serve the client. In this way the individual goals of each program contribute to the common goals of the system.

PERKINS III/TECH PREP

The performance indicators for the Perkins III program are as follows:

- Student attainment of challenging State established academic and vocational and technical skill proficiencies.
- Student attainment of a secondary diploma or postsecondary degree or credential.

- Placement in postsecondary education or advanced training, military service, or employment.
- Participation in and completion of programs that lead to nontraditional training and employment. (Nontraditional training and employment means any occupation or field of work for which individuals from one gender comprise less than 25 percent of the individuals employed in that occupation or field.)

WORKFORCE INVESTMENT ACT TITLE I (YOUTH, ADULT, AND DISLOCATED WORKER)

[Please see 1. (b), below.]

ADULT EDUCATION AND FAMILY LITERACY

The Arkansas Department of Workforce Education–Adult Education Section (ADWE-AES) has set specific performance goals based on previous years data on advancement of educational functioning levels, receipt of a secondary school diploma or equivalent, placement in, retention in, or completion of post-secondary education or training, and unsubsidized employment or career advancement. These benchmarks have been negotiated with the United States Department of Education (USDOE) and local providers. The ADWE-AES will evaluate annually the effectiveness of adult education and literacy activities based on the core indicators of performance.

FOOD STAMP EMPLOYMENT AND TRAINING PROGRAM

A management evaluation review of the program is conducted annually.

TRADE ACT PROGRAMS

While there are no specific U.S. Department of Labor performance standards for the program, USDOL does monitor the program's performance and requests corrective action where necessary.

WAGNER-PEYSER ACT

While there are no official national performance goals for Wagner-Peyser programs, AESD does measure offices on their job placement results. Additional measures are being considered by the state WIB.

VOCATIONAL REHABILITATION PROGRAM

- **ARKANSAS REHABILITATION SERVICES**

The Rehabilitation Act requires accountability for the Arkansas Rehabilitation Services (ARS) program through the ARS Commissioner to the Secretary of Education through the Commissioner of the Rehabilitation Services Administration (RSA). RSA has established evaluation standards and performance indicators (see Part I) in federal regulations that provide accountability to the state vocational rehabilitation programs in order to receive funding. RSA uses yearly and quarterly reporting, on-site monitoring, self-assessment activities, technical assistance, and corrective action plans in oversight of ARS programs.

- **DIVISION OF SERVICES FOR THE BLIND**

The Division of Services for the Blind assures that it will adhere to the performance standards and indicators mandated by the Rehabilitation Services Administration.

VETERANS PROGRAMS

Performance standards for service to veterans are negotiated between the Veterans Employment and Training Service, U.S. Department of Labor, and AESD. Standards are set in five areas for three groups of veterans. The areas of accountability are direct job placements and assisted employment entry, placements in federal contract job listings, individuals counseled, individuals placed in training, and individuals receiving a significant service from AESD. AESD does not do counseling for most job applicants, nor does the agency directly enroll anyone in training, so those two categories have a “zero” standard.

The other categories are measured in terms of a higher level of service for veterans than for customers overall. The performance standards are that service in each category for veterans and other eligible persons will be 15 percent higher than for other customers; service for Vietnam-era veterans will be 20 percent higher than for other customers; and service for disabled veterans will be 25 percent higher than for other customers.

UNEMPLOYMENT INSURANCE

The U.S. Department of Labor uses a long list of accuracy and timeliness measures to judge the performance of a state's UI program. Performance measures are set by USDOL, and feedback on the state's ranking on a variety of measures is provided annually.

In addition, UI wage records collected on all covered employees from all covered employers (approximately 59,000) will be used to determine the effectiveness of training and other employment preparation programs in the state.

TANF

The Arkansas TANF program, Transitional Employment Assistance (TEA) must meet established federal work participation target rates each fiscal year or suffer federal fiscal penalties. These rates are established by federal law and measure the number of parents in TEA recipient families who are engaged in allowable work activities for at least the federally required minimum number of hours per week. In addition, Arkansas Act 1567 of 1999 established twelve program outcomes for TEA recipients and other low-income families in Arkansas. These include outcomes such as increasing the number of families who leave cash assistance for employment, increasing the job retention rate among those who leave cash assistance, and decreasing the number of families in need of TEA assistance.

WELFARE-TO-WORK

Performance measures and standards have been published by the Secretary of Labor, in consultation with the Secretary of Health and Human Services, the National Governors' Association, and the American Public Welfare Association. These measures include job placement, especially in the private sector; employment duration; increase in earnings; and other factors. The reporting and measurement systems, however, are in the process of being reviewed for probable changes.

SCSEP

Placing 20 percent of workers annually in unsubsidized positions is the goal of this program. Quarterly reports are required by the Department of Labor on this progress. Training for Title V specialists includes techniques for finding unsubsidized jobs. One Stop contacts will also be a source of these positions. The Division of Aging and Adult Services Title V coordinator conducts an annual assessment on each title V program and reports to the Area Agencies on their strong points and their deficiencies.

CSBG

The State CSBG office has required the eligible entities to participate in the Results Oriented Management and Accountability (ROMA) System for three years. ROMA represents a form of management practice that incorporates the use of outcomes into the administration, management, and operation of human services. Each eligible entity, after selecting its goals under ROMA, is

then required to select two outcome measures under each goal. The State CSBG office then monitors each eligible entity on the goals and measures to assure achievement.

1. Performance Indicators and Goals

[Federal Planning Guidance: What are the State's performance methodologies, indicators and goals in measurable, quantifiable terms for each program included in the unified plan, and how will each program contribute to achieving these performance goals? (Performance indicators are generally set out by each program's statute.)]

(a) Perkins III and Tech-Prep

(i) Core Indicators

[Federal Planning Guidance: Identify and describe the core indicators (Sec. 113(b)(2)(A)(i-iv)), a State level of performance for each core indicator of performance for the first two program years covered by the State plan (Sec. 113(b)(3)(A)(ii), any additional indicators identified by the eligible agency (Sec. 113(b)(1)(B)), and a State level of performance for each additional indicator (Sec. 113(b)(3)(B)).]

SECONDARY

The secondary vocational data system is being built from ground zero during the 1998-99 school fiscal year. The previous data system was extremely labor intensive, had a great margin for error, and was not designed to allow us to capture vocational completer information as needed. For the past several years, the state has invested a great deal of time and money in the development of the Arkansas Public School Computer Network (APSCN) system to provide consistent and accurate data reporting. This year, 1998-99 is the first year of statewide implementation of the system. The student records information from the APSCN system contains most of the data elements required for the measures of the core indicators. However, the 1999-2000 school year will be the first year that the data will be pulled and available to the Department to begin to build our baseline data. Since a student may enroll in the courses that lead to completion of a career major in grades 9-12 and it will take most students at least two years to complete the three required units of credit, vocational completers will be identified beginning two years away – the end of the 2000-2001 school year.

In addition to the data available from APSCN, the state's Student Competency Testing Program will be used for the measures of attainment of academic and vocational technical skills proficiencies. This assessment is based upon the content standards for each vocational course/program. The assessments are designed to be end-of-the course, just-in-time tests. The development of the testing program has been underway for several years; however, during the 1998-99 and 1999-2000 school years, all of the tests are being revised and updated to fully align

with the standards. In addition, test items that relate to the students' academic attainment are being identified and/or added. When fully completed, the Student Competency Testing Program will allow the state to measure both the academic attainment and vocational technical skills attainment of students enrolled in vocational and technical education programs. We anticipate that by the school year 2000-2001 this initiative will be ready for full implementation of all tests for both academic and vocational technical skills. However, for the 1999-2000 school year, we will begin developing baseline data on the tests that have completed review.

Definition of Vocational Completer – A student who completes three or more specified units of credit in a vocational concentration (career major).

- *Student attainment of challenging State established academic and vocational and technical skill proficiencies.*

Measure 1: The number of vocational completers who meet the state's academic standard of completing 15 specified units of academic credit will increase each year.

Method and Timeline: The required academic credits from graduation are discussed earlier in this Plan. By the end of the 2000-2001 school year, vocational completer information will be available. We will set the benchmark at that time.

Measure 2: The state aggregate score of vocational technical skills attainment on the Vocational Student Competency Testing program shall increase annually.

Method and Timeline: As described above, the benchmark for this measure will be set at the end of the 2000-2001 school year although information will be reported beginning with the 1999-2000 school year.

- *Student attainment of secondary diploma.*

Measure: The number of vocational completers who graduate shall increase each year.

Method and Timeline: The graduation status of students is reported through the APSCN data system in the fall immediately following the year in which they graduated. Vocational completers will be reported beginning in 2000-2001. The benchmark will be established in 2000-2001.

- *Placement in postsecondary education, military service, or employment.*

Measure: The percentage of placement of vocational completers into postsecondary education, military service, or employment within one year of completion shall increase annually.

Method and Timeline: A random sample of the vocational completers throughout the state will be surveyed within one year of graduation to determine their status with regard to this measure. The first completers will be identified in 2000-2001 and will be surveyed during the 2001-2002 school year. The benchmarks for this measure will be established at the end of the 2001-2002 school year.

- *Participation in and completion of programs that lead to nontraditional training and employment.*

Measure: The percentage of students enrolled in occupational areas that are nontraditional for their gender will increase annually.

Method and Timeline: The enrollments by gender in all vocational and technical education programs will be available through the APSCN student records system beginning in 1999-2000. Occupational areas with enrollments of 25% or less of either gender will be flagged for this measure and the percentage enrollments will be reported each year. The benchmark for this measure is 25% or more enrollment of both genders.

Measure: The percentage of students completing occupational areas that are nontraditional for their gender will increase annually.

Method and Timeline: The vocational completer information will be available through APSCN beginning in 2000-2001. Occupational areas with enrollments of 25% or less of either gender will be flagged for this measure and the percentage of completions by gender will be reported each year. The benchmark for this measure is 25% or more completion of each occupational area by both genders.

POSTSECONDARY

Data will be collected in the spring term of the year being reported and analyzed by institution and by the state as a whole. Baseline data for each of the indicators will consist of identical measures taken on these same indicators for programs that received support under Perkins II during spring term, 1999. These data have been requested from the institutions, is due to be submitted July 1, 1999, and will be processed via the same procedures as will be used during subsequent years. These results will constitute the baseline data on each of the indicators for Perkins III.

- *Student attainment of challenging State established academic and vocational technical skill proficiencies.*

Measure: The average GPA of students enrolled in Perkins-supported programs will increase by .025 points annually.

- *Student attainment of a postsecondary degree or credential.*

Measure: The number of degrees and certificates earned by students enrolled in Perkins-supported programs will increase by 2 percent annually.

- *Placement in advanced training, military service, or placement or retention in employment.*

Measure: The placement of completers of Perkins-supported programs into advanced training, military service or the job force within six months after their leaving the program will increase by 1 percent annually.

- *Student participation in and completion of vocational education programs that lead to nontraditional training and employment.*

Measure: In Perkins-supported programs in which one gender constitutes 25 percent or less of the enrollment:

- The percentage of minority gender students enrolled in these programs will increase by 0.1 percent annually.
- The percentage of minority gender students who complete these programs will increase by 0.1 percent annually.

(ii) Effectiveness of Vocational and Technical Education Programs

[Federal Planning Guidance: Describe how the effectiveness of vocational and technical education programs will be evaluated annually. (Sec. 122(c)(6))]

In an effort to improve and enhance vocational and technical education programs and initiatives and to provide a cost-effective means of evaluating and monitoring secondary programs, the Instructional Programs Unit of the Department restructured in 1995. On-site technical assistance visits are made to one-third of the secondary, junior high, and middle schools each year. This is a total of about 103 visits per year. The technical assistance teams are comprised of state staff who monitor and evaluate state and federal vocational and technical programs/activities/initiatives.

There are two monitoring forms that are used by the teams to provide written documentation of the visit. The first form, School On-Site Report, is used for evaluating each individual program area to be sure all state requirements such as minimum equipment requirements, facilities, instructional materials, vocational student organizations, advisory committees, preparatory services, curriculum/career majors, supplemental services for special populations, and four- to six-year career plans are in place and properly utilized. Additional technical assistance is provided if a school is not meeting these requirements.

The second form, School On-Site Report for Perkins Funded Programs, Services, and Activities, is used for monitoring and evaluating the school district's activities, including the information from each individual program area. Coordination of Tech Prep 2+2 programs, youth apprenticeship, *High Schools That Work*, Jobs for Arkansas' Graduates, work-based learning, and other vocational activities is monitored and evaluated to insure each activity compliments the others and to insure non-duplication of funds. Program improvement activities through federal Perkins funds are monitored, inventories are checked, and curriculum changes resulting from program improvement are assessed.

(iii) Special Populations

[Federal Planning Guidance: Describe how individuals who are member of special populations will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how it will prepare special populations for further learning and for high skill, high wage careers. (Sec. 122(c)(8)(C))]

Special populations students will be flagged in the data submission, permitting a comparison of the performance of special populations students with that of non-special populations students and these results will be reported. These comparisons will not be disaggregated by special populations categories since such disaggregation is not required by the Act.

(iv) Involving Representatives of Eligible Recipients

[Federal Planning Guidance: Describe what steps the eligible agency will take to involve representatives of eligible recipients in the development of the State adjusted levels of performance. (Sec. 122(c)(9))]

These steps will be determined by the Arkansas Department of Workforce Education and will be provided in the final draft of the Arkansas State Unified Plan.

(b) WIA Title I , Wagner-Peyser Act, and Veterans Programs

(i) Performance Accountability System

[Federal Planning Guidance: Describe the State performance accountability system developed for the workforce investment activities to be carried out through the statewide workforce investment system. Include expected levels of performance for each of the core indicators of performance and the customer satisfaction indicator of performance for the first three program years covered by the unified plan. (Sections 112(b)(3) and 136(b)(3)(A)(ii))]

The local and state workforce investment boards will use core measure indicators calculated on a quarterly and program year basis to judge the performance of each measured group in WIA Title I. Problem areas will be identified and corrective measures prescribed.

In accordance with Section 136(b)(2)(A) of the Workforce Investment Act of 1998, the following required performance indicators will be used:

The core indicators of performance for adults and for youth who are age 19-21 will include the following:

- Entry into unsubsidized employment
- Retention in unsubsidized employment 6 months after entry into the employment
- Earning received in unsubsidized employment 6 months after entry into the employment
- Attainment of a recognized credential relating to achievement of educational skills, which may include attainment of a secondary school diploma or its recognized equivalent, or occupational skills, by participants who are eligible youth age 19 through 21 who enter postsecondary education, advanced training, or unsubsidized employment.

The core indicators of performance for youth who are age 14-18 will include the following:

- Attainment of basic skills and, as appropriate, work readiness or occupational skills
- Attainment of secondary school diplomas or their recognized equivalents
- Placement and retention in post-secondary education or advanced training, or placement and retention in military service, unsubsidized employment, or qualified apprenticeships

In accordance with Section 136(b)(2)(B) of the Workforce Investment Act of 1998, a customer satisfaction performance indicator for participants and employers will be established, and customer satisfaction will be measured through surveys conducted after the conclusion of participation in workforce investment activities. The evaluation instrument for documenting the progress made by local areas and the specific numerical goals for these indicators will be developed by the Arkansas Workforce Investment Board. The evaluation instrument will be consistent in every workforce investment area, and metrics will be identical for each area.

In accordance with Section 136(b)(2)(C) of the Workforce Investment Act of 1998, the following additional categories of performance measures were adopted by the Arkansas Workforce Investment Board on December 14, 1999:

- Demographics of all One-Stop participants
- Cost per “Registered” and “registered” customer
- Expansion of the employer customer base
- Efforts to achieve a “livable wage”
- Percentage of job openings filled by One-Stop customers

The definitions for these additional performance measures will be developed by the Program and Performance Evaluation Committee of the Arkansas Workforce Investment Board before the beginning of program year 2000. Data for these measures will be collected during the first program year, and performance levels for all categories will be established by the Arkansas Workforce Investment Board prior to the beginning of the second program year.

(ii) Level of Performance

[Federal Planning Guidance: Compare the State level of the performance goals with the State adjusted levels of performance established for other States (if available), taking into account differences in economic conditions, the characteristics of participants when they entered the program and the services to be provided. (Sections 112(b)(3) and 136(b)(3)(A)(ii))]

In accordance with Section 136 of the Workforce Investment Act, the Arkansas Workforce Investment Board and the U.S. Department of Labor will negotiate and reach agreement on the state adjusted levels of performance for the core indicators of performance and customer satisfaction for the first three program years covered by this plan. These negotiations will be conducted and completed during the 90-day approval period between April 1 and June 30, 2000.

In accordance with the federal Workforce Investment Act and Arkansas Act 1125 of 1999, the Arkansas Workforce Investment Board will negotiate local levels of performance to be used to measure performance with representative of the local workforce investment areas prior to negotiating state levels with the U.S. Department of Labor. The Arkansas Workforce Investment Board will negotiate with the local workforce investment boards and chief elected officials to reach agreement on local levels of performance based on the state adjusted levels of performance. These levels will be used by the local board for measuring the performance of the local fiscal agent, eligible providers, and the one-stop delivery system.

The negotiation process for performance levels will be conducted in accordance with instructions in U.S. Department of Labor Training and Employment Guidance Letters (TEGLs) Nos. 7-99 and 8-99, dated March 3, 2000. The Program and Performance Evaluation Committee developed preliminary performance levels for the first three program years for all 17 categories March 13, and these levels were approved by the Executive Committee March 21. These levels are included in this plan as Attachment K-1.

(c) Adult Education and Family Literacy

(i) Evaluate effectiveness

[Federal Planning Guidance: Include a description of how the eligible agency will evaluate annually the effectiveness of the Adult Education and Family Literacy activities, such as a comprehensive performance accountability system, based on the performance measures in Sec. 212.]

The Department of Workforce Education (DWE) will evaluate annually the effectiveness of adult education and literacy activities based on the core indicators of performance of this State Plan that complies with Sec. 212 of the Workforce Investment Act of 1998 (Public Law 105-220). Data will be provided through the management information system (MIS) to verify that the core indicators are being met according to the guidelines indicated in the State Plan.

DWE implemented a computerized management information system, student record-keeping system (STUREC) in July 1990, for all adult education and literacy programs. The purpose of the STUREC system was to gather data to complete the Federal Annual Statistical Report, reports to the Arkansas Department of Workforce Education, and other reports to other branches of Arkansas state government. Both a central version of STUREC and a local user version for each adult education and literacy program were installed.

Data collected on each student included personal data, county residence, funding sources for classes, beginning reading, math, and language grade levels, progression by grade level, status upon entry, achievements, classes, and attendance (either daily or monthly). Data collected on each instructor/tutor included personal data, source of payment for services, title, certification, classes, and attendance for each class. Through the data collected above, federal, state, and local reports were generated using any and/or all of the data.

New MIS software is currently being developed for implementation in July 2000. The new MIS will be aligned with the National Reporting System for Adult Education and the WIA. It will have the capability to convert data from the previous system.

(ii) Levels of performance

[Federal Planning Guidance: Identify levels of performance for the core indicators of performance described in Sec. 212(b)(2)(A) for the first three program years covered by the plan (Sec. 212(b)(3)(A)(ii)), and any additional indicators selected by the eligible agency. (Sec. 212 (b)(2)(B))]

A transitional plan was submitted to the division of Adult Education and Literacy, U.S. Dept. of Education for the 1999-2000 program year; therefore, only two years will be projected for this unified plan.

The DWE/Adult Education Section's performance measures shall consist of the core indicators of performance and the adjusted levels of performance.

Core Indicators (CI) of Performance – Section 212(b)(2)(a):

- CI 1.1 — Percentage of enrolled (12 contact hours or more) Beginning ABE Literacy adult learners (0.0-1.9) who complete or advance one or more educational functioning levels in reading, writing, and speaking in the English language; numeracy; problem solving; English language acquisition; and other literacy skills measured by mastery of one or more competencies identified on a standardized instrument approved by DWE:

18.25 percent for 2000-2001

18.50 percent for 2001-2002

- CI 1.2 — Percentage of enrolled Beginning Basic Education adult learners (2.0-3.9) who complete or advance one or more educational functioning levels in reading, writing, and speaking in the English language; numeracy; problem solving; English language acquisition; and other literacy skills measured by mastery of one or more competencies identified on a standardized instrument approved by DWE:

19.00 percent for 2000-2001

19.25 percent for 2001-2002

- CI 1.3 — Percentage of enrolled Low Intermediate Basic Education adult learners (4.0-5.9) who complete or advance one or more educational functioning levels in reading, writing, and speaking in the English language; numeracy; problem solving; English language acquisition; and other literacy skills measured by mastery of one or more competencies identified on a standardized instrument approved by DWE:

20.00 percent for 2000-2001

20.25 percent for 2001-2002

- CI 1.4 — Percentage of enrolled High Intermediate Basic Education adult learners (6.0-8.9) who complete or advance one or more educational functioning levels in reading, writing, and speaking in the English language; numeracy; problem solving; English language acquisition; and other literacy skills measured by mastery of one or more competencies identified on a standardized instrument approved by DWE:

18.00 percent for 2000-2001

18.25 percent for 2001-2002

- CI 1.5 — Percentage of enrolled Low Adult Secondary Education adult learners (9-10.9) who complete or advance one or more educational functioning levels in reading, writing, and speaking in the English language; numeracy; problem solving; English language acquisition; and other literacy skills measured by mastery of one or more competencies identified on a standardized instrument approved by DWE:
 - 13.00 percent for 2000-2001
 - 13.25 percent for 2001-2002

- CI 1.6 — Percentage of enrolled High Adult Secondary Education adult learners (11-12.9) who complete or advance one or more educational functioning levels in reading, writing, and speaking in the English language; numeracy; problem solving; English language acquisition; and other literacy skills measured by mastery of one or more competencies identified on a standardized instrument, approved by DWE:
 - 10.00 percent for 2000-2001
 - 10.25 percent for 2001-2002

- CI 1.7 — Percentage of enrolled Beginning ESL (English as a Second Language) Literacy adult learners who will acquire the level of English language skills needed to complete or advance one or more educational functioning levels. Test benchmark: CASAS 165-180; Oral BEST 0-15; MELT/SPL 0-1:
 - 5.25 percent for 2000-2001
 - 5.50 percent for 2001-2002

- CI 1.8 — Percentage of enrolled Beginning ESL adult learners who will acquire the level of English language skills needed to complete or advance one or more educational functioning levels.
Test benchmark: CASAS 181-200; Oral BEST 16-41; MELT/SPL 2-3:
 - 15.00 percent for 2000-2001
 - 15.25 percent for 2001-2002

- CI 1.9 — Percentage of enrolled Low Intermediate ESL adult learners who will acquire the level of English language skills needed to complete or advance one or more educational functioning levels. Test benchmark: CASAS 201-210; Oral BEST 42-50; MELT/SPL 4:
 - 17.75 percent for 2000-2001
 - 18.00 percent for 2001-2002

- CI 1.10 — Percentage of enrolled High Intermediate ESL adult learners who will acquire the level of English language skills needed to complete or advance one or more educational functioning levels. Test benchmark: CASAS 211-220; Oral BEST 51-57; MELT/SPL 5:
 - 9.50 percent for 2000-2001
 - 9.75 percent for 2001-2002

- CI 1.11 — Percentage of enrolled Low Advanced ESL adult learners who will acquire the level of English language skills needed to complete or advance one or more educational functioning levels. Test benchmark: CASAS 221-235; Oral BEST 58-64; MELT/SPL 6:
 - 3.00 percent for 2000-2001
 - 3.25 percent for 2001-2002

- CI 1.12 — Percentage of enrolled High Advanced ESL adult learners who will acquire the level of English language skills needed to complete or advance one or more educational functioning levels. Test benchmark: CASAS 236+; Oral BEST 65+; MELT/SPL 7+:
 - 5.50 percent for 2000-2001
 - 5.75 percent for 2001-2002

- CI 2.1 — Number of enrolled adult learners who will be placed in post-secondary education and/or training:
 - 1,150 for 2000-2001
 - 1,175 for 2001-2002

- CI 2.2 — Percent of enrolled unemployed adult learners who will obtain unsubsidized employment:
 - 5.00 percent for 2000-2001
 - 5.25 percent for 2001-2002

- CI 2.3 — Number of enrolled employed adult learners who will be retained on the job or will advance on the job:
 - 4,000 for 2000-2001
 - 4,000 for 2001-2002

- CI 3.0 — Number of enrolled adult learners who will earn an Arkansas High School Diploma by passing the Tests of General Educational Development (GED):

6,625 for 2000-2001

6,650 for 2001-2002

Levels of Performance for First Three Years – Section 212(b)(3)(A), Section 212(b)(3)(I)(ii)(iii):

The levels of performance established by the DWE for each of the core indicators of performance described the State Plan for adult education and literacy activities are expressed in objective, quantifiable, and measurable forms and will show progress towards continuously improving performance.

In order to ensure an optimal return on the Investment of federal and state funds in adult education and literacy activities, DWE shall reach an agreement with the Secretary of the United States Department of Education (secretary) on levels of performance for each of the core indicators of performance for each year of the grant, considering the levels identified in the Workforce Investment Act of 1998 (Public Law 105-220), Title II, Section 212 (b) (3) (A); and Section 212 (b) (3) (I) (ii) (iii). The performance levels agreed on shall become part of the Arkansas Adult Education Funding Application.

Factors—Section 212(b)(3)(A)(iv):

The State Plan will consider the extent to which the levels involved promote continuous improvement in performance on the performance measures by DWE and ensure optimal return on the Investment of federal and state funds.

The State Unified Plan due in April 2000 will compare DWE performance levels with adjusted levels of performance established for other eligible agencies that will consider factors such as the characteristics of participants when the participants entered the program and the services or instruction to be provided.

Annual Report on Progress for Achieving Performance Measures—Section 212(b)(3)(A)(I)(II):

The DWE shall submit a report showing progress toward continuously improving performance of the adult education students served with federal and state funds based on accomplished negotiated goals. Progress of students served will be expressed in an objective, quantifiable, and measurable form. This will be in addition to submitting the Annual Performance Report for the Adult Education State-Administered Program requested by the Secretary.

Agreement on Eligible Agency Adjusted Levels of Performance for Fourth and Fifth Year --
Section 212(b)(3)(A)(v):

To ensure optimal return on the Investment of federal and state funds in adult education and literacy activities, the DWE and the Secretary shall reach an agreement on levels of performance for each of the core indicators of performance for each year of the grant, considering the levels identified in the Workforce Investment Act of 1998 (Public Law 105-220), Title II, Section 212(b)(3)(A), 212(b)(3)(I)(ii)(iii) and the State Plan. The levels agreed on shall be considered to be the performance levels and shall become part of the application prior to approval by the Secretary.

Disclaimer:

The Performance Core Indicators were projected based on data that was not 100% accurate. The data was from information gathered that was based on advances within grade levels, not the now required educational functioning levels. There was little information gathered on the ESL learner. The educational functioning levels were also divided into eight (8) levels rather than the 12 directed by the U.S. Department of Education, at the time.

(iii) Ensuring Improvement

[Federal Planning Guidance: Describe how such performance measures will be used to ensure the improvement of Adult Education and Family Literacy activities in the State or outlying area. (Sec. 224(b)(4))]

DWE will conduct annual reviews and evaluations on local programs according to goals and objectives established and agreed on by DWE and the local program. This will include the 16 core Indicators of Performance from this state plan. Information will be gathered using MIS data to check the performance of each program to determine if stated goals and objectives are being met.

Each local program will conduct an annual self-evaluation. This information will be sent to DWE in order to determine whether state and local program goals, objectives, and benchmarks have been met; it will also be used in future funding decisions.

Local programs will report statistics that relate to the local goals negotiated during the funding process. The application form that accompanies this State Plan will provide the means and the process for reporting the statistics related to the local goals.

Workshop participants, on completion of training provided by the AALRC, will evaluate the effectiveness and relevance of the training. A follow-up survey of the participants receiving training through the AALRC will be conducted at the end of each program year to determine if the training was beneficial. To ensure consistency in the reporting process, a standardized

evaluation form will be used so data can be collected to compare effectiveness from year to year. A staff development needs assessment will be conducted for administrators, teachers, tutors, paraprofessionals, and support staff. Results of all these activities will be used to update the AALRC and the local program professional, development plans.

(d) Unemployment Insurance

(i) Plan To Achieve An Enhanced Goal In Service Delivery

[Federal Planning Guidance: Submit a plan to achieve an enhanced goal in service delivery for areas in which performance is not deficient. Goals may be set at a State's own initiative or as the result of negotiations initiated by the Regional Office.]

The Arkansas Unemployment Insurance (UI) program began statewide implementation on November 1, 1999, of a Continued Claims Interactive Voice Response (CCIVR) system. This system allows those claimants who have access to a touch-tone telephone the ability to claim weekly benefits, as well as to make inquiries about their claim status.

(ii) Accomplishments

[Federal Planning Guidance: Identify milestones/intermediate accomplishments that the SESA will use to monitor progress toward the goals.]

The consensus of those staff surveyed indicates that our quality of service has significantly improved under this new system when compared to the previous system.

Other future initiatives that Arkansas hopes to pursue, although no specific time frames have been decided upon to date, are as follows:

- Implementation statewide of a system for filing initial unemployment compensation claims via phone and Internet
- Use of the Internet for employers to submit wage records

(e) TANF

[Federal Planning Guidance: Outline how the State intends to establish goals and take action to prevent and reduce the incidence of out of wedlock pregnancies, with special emphasis on teenage pregnancies, and establish numerical goals for reducing the illegitimacy ratio of the State for calendar years 1996 through 2005. (Sec. 402(a)(1)(A)(v))]

Section 8 of the TANF plan outlines the State's strategy or prevention of teenage pregnancies and out-of-wedlock births.

(f) SCSEP

[Federal Planning Guidance: Specify the number of authorized employment positions under the program, the number of unsubsidized placements to be achieved during the funding period and the number of enrollees to be served during the program year.]

Arkansas' state-level Senior Community Service Employment Program (SCSEP) is administered by the Division of Aging and Adult Services of the Arkansas Department of Human Services through the eight Arkansas Area Agencies on Aging. There are 224 authorized employment positions under this program. At least 20 percent of the total positions, or 45 enrollees, are to be placed in unsubsidized jobs during each funding period. The number of enrollees to be served during the program year will be at least 40 percent more than the number of funded positions.

(g) CSBG

(i) Results Oriented Management and Accountability System

[Federal Planning Guidance: Describe how the State and all eligible entities in the State will, not later than fiscal year 2001, participate in the Results Oriented Management and Accountability System, a performance measure system pursuant to Sec. 678E(b) of the Act, or an alternative system for measuring performance and results that meets the requirements of that section, and a description of outcome measures to be used to measure eligible entity performance in promoting self-sufficiency, family stability, and community revitalization.]

The state plan provides that the State and all eligible entities in the state will not later than fiscal year 2001, participate in the Results Oriented Management and Accountability (ROMA) System, another performance measurement system that meets the requirements of section 678E (b), or an alternative system for measuring performance and results that meet the requirements of that section, and a description of outcome measures to be used to measure eligible entity performance promoting self-sufficiency, family stability, and community revitalization. The State and eligible entities have been participating in ROMA for the past three years, and additional ROMA and case management training will be provided to continue to improve the ROMA process.

(ii) Monitoring Activities

[Federal Planning Guidance: Describe the standards and procedures that the State will use to monitor activities carried out in furtherance of the plan and will use to ensure long-term compliance with requirements of the programs involved, including the comprehensive planning requirements. (Sec. 91.330)]

The State will conduct on-site evaluations of program performance and compliance monitoring with federal and state policies and procedures regulatory requirements. These are intended to

assure that the funds are going to provide the community services to low-income clients and ensure that agencies are operating programs within regulatory requirements.

While reviewing the annual work program applications of eligible entities, the state will check for compliance with specified planning requirements.

The State and eligible entities will use the six national goals and outcome measures established by the CSBG Task Force on Monitoring and Assessment. The goals are:

- Low-income people become more self-sufficient
- The conditions in which low-income people live are improved
- Low-income people own a stake in their community
- Partnerships among supporters and providers of services to low-income people are achieved
- Agencies increase their capacity to achieve results
- Low-income people, especially vulnerable populations, achieve their potential by strengthening family and other supportive systems

State planning requirements provide that eligible entities report on three of the goals and two measures under each goal selected. In order for clients to achieve self-sufficiency goals, eligible entities will coordinate with other programs to assure adequate services are available to meet clients' needs.

2. Common performance goals applicable to multiple programs

[Federal Planning Guidance: Has the State developed any common performance goals applicable to multiple programs? If so, describe the goals and how they were developed.]

At this time, the Arkansas Workforce Investment Board has not developed goals applicable to multiple programs. If such goals are developed, they will be developed through the cooperative efforts of all members of the Workforce Investment Board, including representatives of affected agencies.