

		<p align="center">ARKANSAS STATE POLICY WORKPLAN</p>
	<p align="center">Policy Priorities</p>	<p align="center">Expected Outcomes 2007-2008</p>
<p align="center">Data and Performance Management</p>	<p>Develop broad state level benchmarks, (such as increasing the number of number of credentials, and number of transfer students) to impact overall completion rates and set clear public goals for Arkansas.</p>	<p>Long-term benchmarks established to improve the number of completions at state institutions to improve the state's economy.</p> <p>Student success results will improve legislative funding, as well as raise aspirations for more Arkansans to attend school.</p> <p>Faculty and institutional engagement in reaching benchmark goals will improve based on data results.</p>
<p align="center">Student Success</p>	<p>Revise the higher education funding formula to reward successful student completion.</p>	<p>With the alignment of funding tied to student success and resources available for student success, closing the achievement gap is expected.</p> <p>Shifting of institutional focus to recognize that student success is based on access, retention and completion.</p> <p>With adequate funding and improved support services for those students most in need higher success rates are expected.</p>
<p align="center">Student Success</p>	<p>Establish a strong partnership between adult basic education (currently housed within the Arkansas Department of Workforce Education) and the Arkansas Department of Higher Education to promote better rates of transition of adult basic education students into postsecondary education programs.</p> <p>Establish state-wide professional development activities with institutions that assist faculty and staff in adopting new ways of teaching and learning to meet the demands of today's students.</p>	<p>Improve transition rates for students finishing their GED, into postsecondary education.</p> <p>Engage in resource sharing and other student support strategies to improve the adult education to college transition rates.</p> <p>Create awareness of faculty and student performance based on availability of disaggregated data.</p> <p>Increase participation rates across the institution for faculty and staff participation in professional development activities.</p> <p>Develop a systemic plan for statewide professional development.</p>

<p>Achieving the Dream Policy Levers</p>	<p style="text-align: center;">Data and Performance Management Systems</p>
<p>State Priority</p>	<p>Develop broad state level benchmarks (such as increasing the number of students earning credentials, and increasing the number of transfer students) to impact overall completion rates and set clear public goals for Arkansans.</p>
<p>Enabling Conditions</p>	<p>Leverage the stated goal of the Governor, Legislature, Workforce Cabinet and presidents/chancellors for a more educated citizenry by establishing numeric state benchmarks.</p> <p>Capitalize on EMSI (Economic Modeling Specialist Inc.) data that is now available with reports at state, regional and institutional level to identify high-demand and knowledge-based occupations to permit state policy benchmarks to align with high demand occupations benefitting students and workers.</p> <p>Position Achieving the Dream as a strong component of the state’s budgetary and funding allocation strategies to align funding with benchmarks to successfully meet goals.</p>
<p>Action Plan</p>	<p>Join the state data workgroup and analyze benchmarks and data tools used in other states.</p> <p>Complete the performance reporting system, including disaggregation of institutional data.</p> <p>Review disaggregated data and established Achieving the Dream state benchmarks.</p> <p>Determine final benchmarks for improved student success outcomes based on Achieving the Dream goals.</p> <p>ADHE, Arkansas Association of Two-Year Colleges (AATYC), and the colleges undertake explicit “change management” transition planning to address the fundamental shift in focus to include benchmarks and completions.</p>
<p>Expected Outcomes (2007-2008)</p>	<p>Long-term benchmarks established to improve the number of completions at state institutions to improve the state's economy.</p> <p>Student success results will improve legislative funding, as well as raise aspirations for more Arkansans to attend school.</p> <p>Faculty and institutional engagement in reaching benchmark goals will improve based on data results.</p>

<p>Achieving the Dream Policy Levers</p>	<p>Student Success Including Developmental Education Innovations</p>
<p>State Priority</p>	<p>Revise the current state student funding formula to impact two important goals:</p> <p>Phase in incentive funding for institutions based not only on traditional enrollments, but also on student success.</p> <p>Revise the funding formula to differentially apply FTE allocation to institutions serving populations of students requiring intensive support services resources to impact higher success rates.</p>
<p>Enabling Conditions</p>	<p>Maximize the use of data and research developed for the Task Force on Remediation, Retention and Graduation to support the need for increased funding of student success.</p> <p>Governor, Legislature, Workforce Cabinet, and other key state agency staff “buy-in” by hearing testimony focused on student success and support Achieving the Dream.</p> <p>Leverage the work of the Economic Development Commission to stress the importance of student success in improving the state’s economy.</p>
<p>Action Plan</p>	<p>Evaluate and assess disaggregated data on student success to determine weights and measurements of funding incentives for student success.</p> <p>Research and create funding formula based on student success.</p> <p>Utilize disaggregated data to promote and create buy-in of the Governor, Legislature, institutions, and the public to approve a funding formula based on student success.</p> <p>ADHE, Arkansas Association of Two-Year Colleges (AATYC), and the colleges undertake explicit “change management” transition planning to address the fundamental shift in focus to include benchmarks and completions, and differential funding constructs.</p>
<p>Expected Outcomes (2007-2008)</p>	<p>With the alignment of funding tied to student success and resources available for student success, improving the close of the achievement gap is expected.</p> <p>Shifting of institutional focus to recognize that student success is based on access, retention and completion.</p>

Achieving the Dream Policy Levers	<p style="text-align: center;">Student Success Including Developmental Education Innovations</p>
State Priority	<p>Establish a strong partnership between adult basic education (currently housed within the Arkansas Department of Workforce Education) and the Arkansas Department of Higher Education to promote better rates of transition of adult basic education students into postsecondary education programs.</p>
Enabling Conditions	<p>The Department of Workforce Education has agreed to work on better alignment of adult education, developmental education, and college-level courses via grounded entrance and exit criteria and assessment policies.</p> <p>Promote and integrate current Career Pathways Initiative caseworker, wrap-around services, and curriculum alignment models for all institutions.</p> <p>Continue to provide professional development opportunities for faculty/staff.</p>
Action Plan	<p>Develop a cabinet-level Memorandum of Understanding (MOU) to reduce the gap currently between adult education and developmental education.</p> <p>Establish a process for students with a high school diploma to obtain pre-college skills through adult education curriculum.</p> <p>Plan a data study in late 2008 to determine the transition rates of students exiting GED training/adult basic education into other postsecondary systems and determine when and why some colleges/regions have better transition rates than others and leverage promising practices statewide.</p> <p>Share disaggregated data on course success with institutional faculty/staff members on a regular basis.</p> <p>Evaluate the overall state and institutional budget, offerings, and participation for workshops and professional development opportunities and work with colleges to develop a systemic plan for statewide professional development.</p> <p>Work with colleges to identify a variety of public/private resources available for professional development.</p>
Expected Outcomes (2007-2008)	<p>Improve transition rates for students finishing their GED, into postsecondary education.</p> <p>Reduce remediation costs to students and the state by adjusting the percentage of students entering two-year developmental education referred to adult basic education</p> <p>Awareness of faculty and student performance based on availability of disaggregated data.</p> <p>Increased participation rates across the institution for faculty and staff participation in professional development activities resulting in improved teaching and learning.</p> <p>An upgraded systemic plan for statewide professional development.</p>

<p>Achieving the Dream Policy Levers</p>	<p align="center">Student Success Including Developmental Education Innovations</p>
<p>State Priority</p>	<p>Establish state-wide professional development activities with institutions that assist faculty and staff in adopting new ways of teaching and learning to meet the demands of today's students.</p>
<p>Enabling Conditions</p>	<p>Develop “buy-in” by the college presidents by developing a simple one-page brief on how fragmented current professional development efforts are, and how a cohesive plan can build better student success outcomes.</p> <p>Support buy-in by developing a sample half-day professional workshop agenda and include experiences from a selected number of dynamic existing Arkansas two-year college faculty members who are employing cutting edge technologies and engaging today’s students in ways that promote learning.</p>
<p>Action Plan</p>	<p>Research and determine the amount of funding that the Arkansas Department of Higher Education allocates for professional development.</p> <p>Design a simple survey for each of the Achieving the Dream colleges and the other colleges to see how much institutional investment was made into professional development last year and what the focus of the training entailed.</p> <p>Work with colleges to identify a variety of public/private resources available for professional development.</p> <p>Develop a joint professional development plan (by co-investments state and some institutional college resources). Since much of the professional development occurs randomly and on different topics, the idea here is to put together a cohesive training plan to support how faculty and staff, particularly tenured faculty, can impact their teaching and the learning with today’s students – students who are more diverse, technologically savvy, and facing a different labor market than ever before.</p>
<p>Expected Outcomes (2007-2008)</p>	<p>Share student data from the Achieving the Dream with the faculty to create an awareness of faculty and student performance based on availability of disaggregated data.</p> <p>Increase participation rates across the institution for faculty and staff participation in professional development activities resulting in improved teaching and learning.</p> <p>A systemic plan for statewide professional development.</p>