U. S. Department of Education
Office of Vocational and Adult Education

****

The Carl D. Perkins Career and Technical Education Act of 2006

State Name: Arizona

Eligible Agency Submitting Plan on Behalf of State:

Arizona State Board for Vocational Technological Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: Milton D Ericksen

Name: Milton D. Ericksen

Position: Deputy Associate Superintendent and State Director Career and Technical Education

Telephone: (602) 542-5282

Email: Milton.Ericksen@azed.gov

Type of State Plan Submission (check one):

X 5-Year

___ 1-Year Transition

Special Features of State Plan Submission (check all that apply):

___ Unified - Secondary and Postsecondary

___ Unified - Postsecondary Only

___ Title I only (*All Title II funds have been consolidated under Title I*)

X Title I and Title II

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL AND ADULT EDUCATION

THE ASSISTANT SECRETARY

JUL - 1 2008

Mr. Milton Ericksen
Deputy Associate Superintendent
Career and Technical Education
Arizona Department of Education
1535 West Jefferson Street
Bin 42
Phoenix, AZ 85007

Dear Mr. Ericksen:

We are pleased to inform you of the approval of the Arizona Five-Year State Plan for the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), 20 U.S.C. §§ 2301 et seq. as amended by P.L. 109-270. The enclosed awards make available the first installment of your State's basic grant (Title I) and your State's entire tech-prep grant (Title II), except that (1) the adjusted performance levels for the core indicators are approved for only the second program year under Perkins IV, which is the initial year covered by your Five-Year State Plan, and (2) this approval is subject to the notification below concerning your State's local applications. This letter and the terms and conditions described below, including your Final Agreed-Upon Performance Level (FAUPL) form with your adjusted performance levels for the Perkins IV program year two beginning July 1, 2008, are hereby incorporated into the enclosed grant award notifications.

Pursuant to the Department of Education's FY 2008 Appropriations Act, funds for these awards become available for obligation by the Secretary on July 1, 2008. Under the Education Department General Administrative Regulations (EDGAR) at 34 CFR § 76.703(d), July 1 is the earliest date that the State may then obligate these funds. These funds must be obligated during the 27-month period ending September 30, 2010.

Please note that the second installment or remainder of your State's basic grant will become available on October 1, 2008. At that time, funds will be added as a supplement to the enclosed grant award, provided that your State has corrected any deficiencies identified in your local applications as discussed below. These funds must also be obligated by September 30, 2010.

Approval of Adjusted Performance Levels for Perkins IV Program Year Two

Each eligible agency was to submit proposed performance levels and then reach agreement with this office on adjusted performance levels for the second Perkins IV program year (July 1, 2008 – June 30, 2009) for core indicators of performance in section 113(b) of Perkins IV, with the exception of the three core indicators of performance that

are tied to the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB)—academic attainment in reading/language arts (1S1), academic attainment in mathematics (1S2), and graduation rates (4S1)—on which the Department reached agreement with your State last year. States were required to propose performance levels that "require the State to continually make progress toward improving the performance of vocational and technical education students," as required by section 113(b)(3)(A)(i)(II) of Perkins IV.

After negotiations with your State, we have reached agreement on adjusted performance levels for the remaining core indicators of performance for the Perkins IV second program year. Your final FAUPL form, which includes your measurement approaches and definitions for each core indicator and performance levels for the Perkins IV program year two and your signed FAUPL Attestation Form, are hereby incorporated into your State Plan as a condition of approval under section 113(b)(3)(A)(iii) of Perkins IV. Further, your State must negotiate adjusted performance levels for the third, fourth, and fifth Perkins IV program years prior to receiving your grant next year.

Notification Regarding Local Applications and the Requirements of Section 134(b) of Perkins IV

Section 134(b) of Perkins IV requires that any eligible recipient desiring financial assistance shall, in accordance with requirements established by the eligible agency, submit a local plan (application) to the eligible agency. The local application shall cover the same period of time as the State Plan submitted under section 122 of Perkins IV. Section 134(b) of Perkins IV gives each eligible agency the flexibility to determine the requirements for local applications, except that each local application shall include specific descriptions and assurances as provided in section 134(b) of Perkins IV.

As of this date, our office has conducted a preliminary review of your Five-Year Perkins IV State Plan to determine whether your State submitted its proposed local application(s) as part of its State Plan as required by the *Carl D. Perkins Career and Technical Education Act of 2006 Guide for the Submission of State Plans (OMB Approval Number: 1830-0029)*. Our office plans to conduct a more thorough review during the month of July to determine the extent to which your local application(s) conform to the requirements of section 134(b) of Perkins IV. If any deficiencies are noted in your local application(s), you will receive written notice from this office and an opportunity to correct the deficiencies prior to receiving your October 1, 2008, supplemental grant award.

Reminder about New Perkins IV Accountability Provisions

Section 123(a)(1) of Perkins IV requires a State that fails to meet at least 90 percent of an agreed upon State adjusted level of performance for any of the core indicators of performance described in section 113(b)(3) to develop and implement a program improvement plan (with special consideration given to performance gaps identified under section 113(c)(2)) in consultation with the appropriate agencies, individuals, and

organizations during the first program year succeeding the program year for which the eligible agency failed to meet the performance level(s). This threshold for performance is significantly different than the threshold for performance under the former Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III), pursuant to which a State was required only to meet its performance levels overall. The Department determined whether each State met its performance levels overall by summing the differences between a State's performance levels and actual performance on each of the indicators and computing a "bundled score." Using this method, it was possible for a State to miss one or more of its performance levels and yet not miss its performance levels overall or need to develop an improvement plan.

Given the new Perkins IV accountability provisions, we encourage you to review your past performance and determine whether your State may be at risk for not meeting one or more of your performance levels at the 90 percent threshold level. We also encourage you to review your disaggregated data and determine whether your State would be able to meet the requirements of section 123(a)(1) of Perkins IV for developing an improvement plan which gives special consideration to performance gaps among different student populations. Your State will be subject to this 90 percent threshold beginning with the performance data (including the disaggregated data) that your State must report no later than December 31, 2008, for the three NCLB indicators for the first Perkins IV program year.

We look forward to continuing to work with you to improve the academic and technical skills of students in your State. As you begin the important work under this grant, let me reiterate the Department of Education's commitment to leave no child behind, as well as our goal to infuse a "culture of accountability" throughout education. Please contact your Perkins regional liaison in this office if you have questions.

Sincerely,

Troy R. Justesen

Enclosures

FORWARD

The Carl D. Perkins Career and Technical Educational Act of 2006 is the principle funding for Career and Technical Education (CTE) in the United States. Each State is required by the federal government to submit a State plan in order to receive federal funding for its CTE programs. The Act provides federal fiscal allocations and guideline directions to secondary and postsecondary CTE programs for operation and performance. The first Carl D. Perkins Vocational and Technical Education Act was introduced in 1984 and was reauthorized in 1990, 1998 and August 2006. In 2007, Arizona submitted to the federal Office of Vocational and Adult Education a One-Year State Transition Plan and in 2008 followed with this Five-Year State Plan.

The plan was created by the Arizona Department of Education's CTE section. It includes the pragmatic steps and direction Arizona will take to adhere to federal requirements and provide Arizona CTE students with the academic and technical skills necessary to successfully compete in today's world economy by attaining high-skill, high-wage and/or high-demand careers. Top considerations in the Plan's creation were the needs of CTE students and their successful program completion and continuation to higher education.

In creating the plan, the Arizona Department of Education's CTE section sought and received input from a wide variety of education, government and business and industry professionals. Input from students, parents and the general public also was a valued part of the research. Elements of the plan include: career planning; course alignment; graduation requirements; articulation among Arizona's high schools, community colleges and universities; special populations; Tech Prep; Career and Technical Student Organizations; professional development and continuous collaboration with business and industry professionals. The research involved with its design ensures all CTE programs utilize educational best practices and that students learn up-to-date business and industry standards.

Data and input were assessed then crafted into workable approaches that guarantee Arizona's CTE programs provide the pathways necessary for each student to receive a premier education.

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1. *You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State Plan [Sec. 122(a)(3)].* 15

2. *You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State Plan [Sec. 122(a)(3)].* 15

3. *You must develop the State Plan in consultation with academic and Career and Technical Education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State Tech Prep Coordinator and representatives of Tech Prep consortia (if applicable); entities participating in activities described in Sec. 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State Plan [Sec. 122(b)(1)(A)-(B)]* 15

4. *You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State Plan [Sec. 122(b)(2)]*.....21

5. *You must develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult Career and Technical Education, postsecondary Career and Technical Education, Tech Prep education, and secondary Career and Technical Education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other two-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State Plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State Plan that you submit to the Secretary [Sec. 122(e)(3)].* 22

B. Procedural Suggestions and Planning Reminders:

1. *You should maintain a record of the public hearings that includes copies of the notices for the hearings, what media were used to publicize the hearings, mailing lists used for notification, where the hearings were held, and attendance levels (see appendix [Sec.122(a)(3)]*.....22

2. *You should develop and implement policies and procedures for the framework of consultations required by Sec. 122(b)(1)(A-B) and Sec. 122(b)(2) of the Act; moreover, you should maintain appropriate records for these mandated consultations.* 22

3. *Postsecondary Career and Technical Education programs assisted under Perkins IV are mandatory partners in the One-Stop career center delivery system established by WIA. You are encouraged to collaborate with your State Workforce Investment Board and other one-stop partners as you plan for the participation of postsecondary career and technical programs in your State's one-stop career center delivery system. 22*

4. *Public hearings and other consultation activities should address all aspects of the State Plan, including the reservation of funds under Sec. 112(c) of the Act, if any, and the amount and uses of funds reserved for services that prepare individuals for nontraditional training and employment under Sec. 112(a)(2)(B) of the Act.....23*

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4. *You must describe efforts that your agency and eligible recipients will make to improve the recruitment and retention of Career and Technical Education teachers, faculty, and career guidance and academic counselors and the transition to teaching from business and industry. 39*

5. *You must describe efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate Career and Technical Education students into baccalaureate degree programs at institutions of higher education [Sec. 122(c)(4)]. 41*

6. *You must describe how you will actively involve parents, academic and Career and Technical Education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of Career and Technical Education programs in your State [Sec. 122(c)(5)]. 41*

7. *You must describe efforts that your agency and eligible recipients will make to improve the academic and technical skills of students participating in Career and Technical Education programs, including by strengthening the academic and career and technical components of Career and Technical Education programs through the integration of academics with career and technical education. 43*

8. *You must describe how you will provide local educational agencies, area Career and Technical Education schools and eligible institutions in the State with technical assistance [Sec. 122(c)(15)]. 45*

9. *You must describe how Career and Technical Education in your State relates to your State and region's occupational opportunities [Sec. 122(c)(16)]. 47*

10. *You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other federal education programs [Sec. 122(c)(17)]. 47*

11. *You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in Sec. 112(b)(8) and Sec. 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts [Sec. 122(c)(20)].* *47*

B. Other Departmental Requirements:

1. *You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in Sec. 134(b) of the Act.* *48*

2. *You must provide a description of your State's governance structure for vocational and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.* *48*

3. *You must provide a description of the role of postsecondary Career and Technical Education in the One-Stop career center delivery system established by Title I of WIA.* *48*

III. Provision of Services for Special Populations *49*

A. Statutory Requirements:

1. *You must describe your program strategies for special populations listed in Sec. 3(29) of the Act, including a description of how individuals who are members of the special populations will be provided with equal access to activities assisted under the Act; will not be discriminated against on the basis of their status as members of special populations; and will be provided with programs designed to enable the special populations to meet or exceed State Adjusted Levels of Performance [Sec. 122(c)(9)(A)-(C)].* *49*

2. *You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs [Sec. 122(c)(14)].* *54*

3. *You must describe how funds will be used to promote preparation for high-skill, high-wage or high-demand occupations and non-traditional fields [Sec. 122(c)(18)].* *55*

4. *You must describe how funds will be used to serve individuals in State correctional institutions [Sec. 122(c)(19)].* *55*

5. *You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in Sec. 427(b) of the General Education Provisions Act as amended.* *56*

IV. Accountability and Evaluation **57**

A. Statutory Requirements:

1. *You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for Career and Technical Education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency [Sec. 113(b)(1)(A)-(B), Sec. 113(b)(2)(A)-(C)]* *57*

2. *You must describe the procedures you will use to obtain input from eligible recipients in establishing a State Adjusted Level of Performance for each of the core indicators of performance for Career and Technical Education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency [Sec. 122(c)(10)(A), Sec. 113(b)(3)(B)]. 58*

3. *You must identify the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for Career and Technical Education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable [Sec. 113(b)(2)(A)-(B)]. 59*

4. *You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and federal programs, or for any other purpose, is used to meet the Act's accountability requirements [Sec. 113(b)(2)(F)].....62*

5. *You must provide, for the first two years covered by the State Plan performance levels for each of the core indicators of performance, except that States submitting One-Year Transition Plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students [Sec. 113(b)(3)(A)(i)-(II)]. 63*

6. *You must describe your process for reaching agreement on Local Adjusted Levels of Performance if an eligible recipient does not accept the State Adjusted Levels of Performance under Sec. 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of Career and Technical Education students [Sec. 113(b)(4)(A)(i)(II); Sec. 122(c)(10)(B)].....63*

7. *You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its Local Adjusted Levels of Performance if unanticipated circumstances arise with respect to an eligible recipient [Sec. 113(b)(4)(A)(vi)].....64*

8. *You must describe how you will report data relating to students participating in Career and Technical Education programs in order to adequately measure the progress of the students, including special populations and students participating in Tech Prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable [Sec. 122(c)(13); sec 205].....65*

9. *You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in Sec. 113(b) and 203(e) of the Act [Sec. 204(e)(1)]. 65*

10. *You must describe how you will annually evaluate the effectiveness of Career and Technical Education programs and describe, to the extent practicable, how you are coordinating those programs with other federal programs to ensure non-duplication [Sec. 122(c)(8)]. 66*

B. Other Department Requirements:

1. *Except as noted above, with respect to the States submitting One-Year Transition Plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under Sec. 113(c)(1)-(2), including: 67*

a) *The student definitions that you will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;*

b) *Baseline data for the core indicators of performance under Sec. 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data;*

c) *Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs and targets for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.*

2. *You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments and the State's plan for increasing the coverage of programs and students reported in future program years.....68*

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2. *You must describe how you will give special consideration to applications that address the areas identified in Sec. 204(d) of the Act [Sec. 204(d)(1)-(6)] 74*

3. *You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants [Sec. 204(f)]. 74*

4. *You must describe how your agency will ensure that each funded Tech Prep program is: carried out under an articulation agreement between the participants in the consortium, as defined in Sec. 3(4) of the Act; consists of a Program of Study that meets the requirements of Sec. 203(c)(2)(A)-(G) of the Act; includes the development of Tech Prep programs for secondary and postsecondary education that meet the requirements of Sec. 203(c)(3)(A)-(D) of the Act; includes in-service professional development for teachers, faculty, and administrators that meets the requirements of Sec. 203(c)(4)(A)-(F) of the Act; includes professional development programs for counselors that meet the requirements of Sec. 203(c)(5)(A)-(F) of the Act; provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of Tech-Prep program services appropriate to the needs of special populations [Sec. 203(c)(6)]; provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and coordinates with activities under Title I [Sec. 203(c)(8)].....75*

5. *You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in Sec. 113(b) and Sec. 203(e) of the Act [Sec. 204(e)(1)].....78*

B. Other Department Requirements:

1. *You must submit a copy of the local application form(s) used to award Tech Prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.* *79*

VI. Financial Requirements 80

A. Statutory Requirements:

1. *You must describe how your agency will allocate funds it receives through the allotment made under Sec. 111 of the Act, including any funds that you choose to consolidate under Sec. 202(a) of the Act, will be allocated among Career and Technical Education at the secondary level, or Career and Technical Education at the postsecondary and adult level, or both, including the rationale for such allocation [Sec. 122(c)(6)(A); Sec. 202(c)]* *80*

2. *You must provide the specific dollar allocations made available by the eligible agency for Career and Technical Education programs under Sec. 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area Career and Technical Education schools, and educational service agencies within the State [Sec. 131(g); Sec. 202(c)].* *80*

3. *You must provide the specific dollar allocations made available by the eligible agency for Career and Technical Education programs under Sec. 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State [Sec. 122(c)(6)(A); Sec. 202(c)]* *81*

4. *You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation [Sec. 122(c)(6)(B); Sec. 202(c)]* *81*

5. *You must describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations [Sec. 122(c)(6)(B); Sec. 202(c)]* *82*

6. *You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs [Sec. 131(a)(3)].* *83*

7. *You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in Sec. 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in Sec. 131(a) and/or Sec. 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in Sec. 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in Sec. 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution* *83*

B. Other Department Requirements:

1. *You must submit a detailed project budget.* *83*

2. *You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under Secs. 112(a) and (c) of the Act.* *83*

3. *You must describe the secondary and postsecondary formulas used to allocate funds available under Sec. 112(a) of the Act, as required by Sec. 131(a) and 132(a) of the Act.* 83

4. *You must describe the competitive basis or formula to be used to award reserve funds under Sec. 112(c) of the Act* 83

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1. *You must provide written and signed certification that—*.....86

   a) *The Plan is submitted by the State agency that is eligible to submit the Plan [34 CFR 76.104(a)(1)].*

   b) *The State agency has authority under State law to perform the functions of the State under the program [34 CFR 76.104(a)(2)].*

   c) *The State legally may carry out each provision of the Plan [34 CFR 76.104(a)(3)].*

   d) *All provisions of the Plan are consistent with State law [34 CFR 76.104(a)(4)].*

   e) *A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse federal funds made available under the Plan [34 CFR 76.104(a)(5)].*

   f) *The State officer who submits the Plan, specified by title in the certification, has authority to submit the Plan [34 CFR 76.104(a)(6)].*

   g) *The agency that submits the Plan has adopted or otherwise formally approved the Plan [34 CFR 76.104(a)(7)].*

   h) *The Plan is the basis for State operation and administration of the program [34 CFR 76.104(a)(8)].*

B. Other Assurances:

1. *You must submit a copy of the State Plan to the State office responsible for the Intergovernmental Review Process if your State implements that review process under Executive Order 12372 [See 34 CFR Part 79]*.....87

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5. *You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization [Sec. 122(c)(12)]..87*

6. *You must provide a signed assurance that your State will waive the minimum allocation as required in Sec. 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act [Sec. 131(c)(2)]. 88*

7. *You must provide a signed assurance that your State will provide, from non-federal sources, for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year [Sec. 323(a)].....88*

8. *You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for Career and Technical Education teachers, administrators, and other personnel will, to the extent practicable, upon written request, permit the participation in such programs of Career and Technical Education secondary school teachers, administrators and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient [Sec. 317(a)].....88*

9. *You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in Career and Technical Education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient [Sec. 317(b)(1)].....88*

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PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

1. *You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State Plan. [Sec. 122(a)(3)]*

The Arizona Department of Education's (ADE) Career and Technical Education (CTE) section conducted four public hearings at locations geographically spread across Arizona. The locations chosen provided all State citizens, organizations, groups and stakeholders the opportunity to voice their concerns and comments about the Carl D. Perkins Career and Technical Education Act of 2006 and specifically Arizona's Five-Year State Plan (see appendix K). Twenty attendees received a copy of the Five-Year State Plan for their review prior to speaking. The hearings also permitted the dispersion of information regarding the Plan's implementation, requirements and administration. Hearing notices and announcements were posted at the ADE's main office and hearing locations. Media information was released to local and State newspapers as well as electronic and televised media outlets. Hearing comments were recorded and suitable responses were integrated into the Plan where appropriate.

2. *You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State Plan [Sec. 122(a)(3)].*

All hearing comments related to the State Plan were addressed and have been incorporated where practicable and appropriate (see appendix K).

3. *You must develop the State Plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in Sec. 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State Plan [Sec. 122(b) (92) (A)-(B)].*

The CTE staff at the ADE recruited and organized educators and education professionals to be members of a Transition Plan Work Group (TPWG) and a State Plan Work Group (SPWG) to assist in defining content for both the Transition and Five-Year State Plans (see appendix B, C, D and E). Group membership included teachers, faculty, administrators, career and academic guidance counselors and advisors, local and State staff who work with special populations, charter schools, private school representatives and other eligible recipients from across Arizona. The Transition Plan was accepted by the Office of Vocational and Adult Education in 2007. The SPWG activities were conducted in two sessions spanning a total of four days. Dialog between participants was recorded and disseminated back to them by e-mail for additional input. In addition to consultation with each eligible recipient's representative, administrators from the

eligible recipients were copied on all SPWG communications. All parties were invited to add suggestions to a Plan that could be implemented and be relevant to the career training of secondary and postsecondary students in Arizona. The SPWG recommendations were discussed, reviewed and incorporated into the Plan through extensive dialog with all eligible recipients in partnership with State staff. The CTE staff of the ADE organized Business and Industry Town Hall Meetings at five locations representing all geographical areas of the State. Attendees included business and industry representatives from occupational areas of career preparation in Arizona CTE programs as well as representation from several labor organizations. An extensive survey of parents and students involved in CTE programs was conducted by State staff. The results were tabulated and summarized for use in the Plan (see appendix M). Members of the State CTE Advisory Committee were kept current on proposed content for the Plan and asked for input at their monthly committee meetings. Local CTE directors reviewed and provided input on content for the Plan at monthly meetings for more than a year (see appendix A). Postsecondary administrators, faculty, and advisors were in included in all SPWG sessions. Occupational deans were informed of all work completed and decisions made relative to postsecondary recipients and they were also invited to participate in the e-mail dialog.

The State Tech Prep director actively participated with both secondary and postsecondary eligible recipients during SPWG sessions. Several Tech Prep consortia directors participated and dialoged with the work group and all State Tech Prep consortia directors were invited to participate in the State Plan Dialog Meetings. Using input from Tech Prep consortia directors, the State Tech Prep coordinator and consortia director representatives worked with work group participants from secondary and postsecondary eligible recipients to develop the Tech Prep section of the Plan.

Parents and students completed 1,290 surveys relating the value of their CTE experiences in Arizona secondary schools. The findings of those surveys are:

(i). The CTE classes help prepare students for life after graduation through skills developed for budgeting, record keeping, job interviewing, resume writing, entrepreneurship, leadership, work ethics, time management, interpersonal relationships, goal setting, problem solving, life skills, business etiquette, technology and scholarship procurement;

(ii). Students develop self-confidence and valuable social skills through opportunities in their Career and Technical Student Organization (CTSO) experiences (see appendix M);

(iii). Community college credits are accumulated for a smooth transition into postsecondary education while reducing the expense and time needed to attend school on a college campus;

(iv). Concurrent credit in academic high school classes is often given along with CTE credit;

(v). Applied learning in CTE classes provides context and purpose for learning in academic areas thus promoting confidence and success in all areas of education;

(vi). Understanding connections between academic subjects and CTE course content helps students become confident they can be successful in high-skill and intellectually rigorous careers;

(vii). English skills developed for CTSO presentations and speeches prepare students for college English assignments;
(viii). Computer skills learned in CTE classes will assist with preparation of quality college projects;
(ix). Early career exploration, coupled with hands on career preparation, career practice and dialog with industry professionals in secondary education, decreases the amount of times students change their majors in college;
(x). Teacher and student interaction in the classroom and through CTSO activities has a positive impact on high school experiences;
(xi). Each CTSO develops leaders and motivates students to excel in all their classes in order to participate;
(xii). Participation in CTSO leadership activities promotes acceptance of nontraditional gender roles;
(xiii). Some barriers to CTSO participation include dues affordability and a lack of after-school transportation for some activities;
(xiv). CTSO leadership activities develop valued relationships within individual high schools, the state and the nation;
(xv). Well-informed CTE teachers help all students, including the disadvantaged, identify ways to obtain high-wage jobs;
(xvi). Students with disabilities are able to identify rewarding jobs within a variety of careers;
(xvii). Recruiting and retaining qualified teachers is identified as the most challenging problem for CTE programs;
(xviii). Quality teachers are credited with making the challenges of education and learning new things exciting.

The findings of the parent and student surveys will be imbedded throughout the Plan to provide focus toward meaningful program planning and implementation.

Postsecondary representatives serve on the State CTE Advisory Committee to the State Board of Education and participated in dialog meetings at various locations across Arizona (see appendix F, G, H, I and J). Representatives from all three State universities participate on the State CTE Advisory Committee. Representatives engage in activities that support and enhance CTE programs such as assessment development, teacher education and progressive technology research included in program delivery. In addition to educators from postsecondary and higher education, the Advisory Committee includes active members from large and small businesses representing industries with large numbers of employees in Arizona, secondary school district administrators, a representative of the State Board of Education, representatives of ADE, local and State Chambers of Commerce, the Arizona Business and Education Coalition and other business associations.

Academic State and local leaders were consulted in the approach to rigorous academic and technical content in CTE courses. Academic teachers and district curriculum experts participated in the eight CTE State Plan Dialog Meetings (see appendix F, G and H). They provided critical input to embedding academic standards within CTE courses. At the State level, expert Advanced Placement teachers provided direction to infuse academic standards in five pilot programs in

school year 2007-2008. State staff, representing academic standards initiatives, has and will continue to provide input and direction in CTE curriculum decisions.

Perkins Dialog Meetings were held for stakeholders in the following Arizona locations: Lake Havasu; Tucson; Show Low; Yuma; Flagstaff; Benson, Phoenix and Glendale. There were 230 participants from the following stakeholder groups: Academic teachers; CTE teachers; school administrators; career and academic guidance counselors and advisors; secondary eligible recipients; postsecondary eligible recipients; institutions of higher education; charter school authorizers; CTSO students; CTSO parents; Tech Prep consortia representatives; the Governor's Office; the Governor's Council on Workforce Policy (GCWP); community members and organizations; transition coordinators (special populations); business and industry representatives; labor organization representatives and interested walk-in participants from the public.

Business and Industry Town Hall Meetings (see appendix L) were planned and conducted during the month of October at the following sites around Arizona: Yuma Private Industry Council, Yuma; Jim Click Ford, Inc., Tucson; the Coconino Community College Campus, Flagstaff; Phoenix Chamber of Commerce, Phoenix and the One-Stop Center in Eager. Participants' responses to "quality of program" questions include:

(xix). High quality secondary and postsecondary CTE programs should incorporate job shadowing, internships, math and English integration, applied math as part of the curriculum, measurable goals and end of program assessments;
(xx). Program development should focus on the employment needs of the community;
(xxi). To keep Arizona competitive, eligible recipients should teach soft skills that include problem solving, communication, computer applications, teamwork, customer service, career awareness and exploration and planning.

Participants stressed the following ways for CTE to strengthen partnerships with the business community:

(xxii). Develop recruitment strategies for CTE teachers who have industry experience;
(xxiii). Provide industry training as well as externships for teachers and internships for students;
(xxiv). Develop appropriate work-based learning documents for business that are less time consuming to complete;
(xxv). Integrate industry standards into CTE curriculum;
(xxvi). Update counselors on current employment requirements and opportunities;
(xxvii). Encourage industry personnel to communicate with CTE teachers and faculty for a better understanding of relevant subjects and industry status;
(xxviii). Communicate needs of CTSO participation to trade associations and chambers of commerce;
(xxix). Engage business and industry in CTE facility planning;
(xxx). Increase postsecondary and secondary advisory committees' participation in CTE programs;
(xxxi). Expand communication between business and curriculum writers;

(xxxii). Increase the number of credits required for graduation so credits in areas other than core academics are needed to graduate. This attains the goal of preparing students for the workforce by graduation;

(xxxiii). Increase industry-provided specialized instruction in secondary and postsecondary courses.

Participant ideas on expanding coordination and connection between secondary and postsecondary programs include:

(xxxiv). Increase opportunities for dual enrollment;

(xxxv). Combine secondary and postsecondary Career Days to help secondary students become aware of Programs of Study at postsecondary institutions and allow all students an opportunity to interface with the same industry personnel;

(xxxvi). Integrate pathways between secondary and postsecondary programs and institutions;

(xxxvii). Establish career ladders for all students with exit points along the way.

Business and industry participants identified the following ways they could support career plans for all secondary students:

(xxxviii). Provide information to counselors about current career training for identified occupations;

(xxxix). Provide career counseling to students regarding career training required for identified occupations;

(xl). Encourage school board members to attend advisory committee meetings and interface with business partners;

(xli). Inform various community groups about the benefits of CTE trained students for the local workforce.

Additionally, Arizona workforce labor organizations were invited to Business and Industry Dialog Meetings and Town Halls for Business and Industry. The Arizona Automobile Dealers Association and the Arizona Hospital and Healthcare Association represent business stakeholders on the State CTE Advisory Committee.

The GCWP was consulted in the development of the Plan. Representatives of the Council provided valuable ideas on the Plan (see appendix N). Among those ideas:

(xlii). Support for incentive funding to drive schools to offer programs with high-wage, high-skill and high-demand occupations was high;

(xliii). Regarding CTE Teachers:

- A member expressed the importance of keeping present CTE teachers current in industry standard instruction. CTE teachers need professional development;
- Teachers need to pass the technical skill proficiency assessment at a higher level to stay ahead of their students;
- CTE teachers need to develop relationships with business to make their programs relevant based on industry standards;

- CTE teachers need time in their schedule to meet all the reporting requirements;
- This grant should address CTE teacher recruitment and retention;

(xliv). A member emphasized the importance of providing high school counselors with occupational information;

(xlv). Focus on work-based learning models. Some work-based learning models appear to be more effective than others;

(xlvi). High school graduates should be ready for the workforce or to continue their education.

The CTE section of the ADE collected information and dialoged with stakeholders throughout Arizona to include representation for all possible recipients of the benefits of industry-current CTE programs. Decisions were not made in isolation solely with educator input. The recruitment and engagement of a wide variety of stakeholders resulted in the formation of a viable, well-researched plan for premier CTE programs.

CTE State staff consulted with Governor Janet Napolitano's Office regarding the key concepts in the Five-Year State Plan. The Governor's Education Policy Advisor and the Policy Advisor for Economic Development and Higher Education reviewed the progress to date on the Plan in December 2007. The Governor's Education Policy Advisor reviewed the Plan again on January 16, 2008 along with the Executive Director of the Governor's P-20 Council and other Aides in the Governor's Office. The following recommendations were provided to the State CTE Advisory Committee: (a) Incorporate 21st Century Skills into CTE programs and as part of the assessment toolkit; (b) Set higher targeted levels for performance; (c) Incorporate broader definitions for the current assessment options for Arizona school districts; allow districts to utilize nationally-recognized workplace skills and technical assessments beyond the Plan's current list of options; (d) Deliver Arizona's recognized and approved academic standards in alignment with CTE context and standards; (e) Address transfer and articulation/coordination through a partnership with the State university and community college systems, Governor's P-20 Council, eligible recipients, and other stakeholders to encourage a unified approach; (f) Consistently support and expand CTE programs reflecting new and emerging occupations; (g) Implement joint advisory committees with both secondary and postsecondary program participants. Joint advisory committees will help programs stay current regarding equipment, standards taught, and access to technology; and (h) Incorporate more detailed CTE teacher certification information including CTE support for the transition to teaching from business and industry.

The Five-Year Plan reflects Arizona's approach to these recommendations. CTE has incorporated foundational skills in all CTE programs representing the content of 21st Century Skills and will assess foundational workplace skills with technical assessments. The State CTE Advisory Committee reviewed and set the targeted levels of performance after lengthy discussions. The Executive Director of the Governor's P-20 Council is a member of the State CTE Advisory Committee and participated in the decisions. The Plan lists three options to measure technical skill attainment rather than general workplace skills.

Academic standards have been identified within all CTE programs. The next step for CTE is to utilize the draft 2008 Math standards to identify the Math standards within CTE programs to satisfy the new high school graduation requirements for Math. A research project focusing on Science standards will follow. The Plan reflects CTE's support for transfer and articulation initiatives, commitment to new and emerging programs, proactive support for joint CTE advisory committees, and the importance of reviewing CTE certification requirements.

The State CTE Advisory Committee has appointed a CTE Teacher Certification Task Force. They will collaborate with existing initiatives to develop and propose changes for CTE teacher certification to the State Board of Education by Summer 2008.

> 4. *You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State Plan [Sec. 122(b)(2)].*

The CTE section of the ADE conducted numerous meetings, surveys, public hearings and Town Halls to acquire input from all entities listed in State Plan Sec. I, 3. Proceedings included vocal and written participation from attendees. Outcomes reached related to the design, creation and improvement of the Five-Year State Plan. Discussion topics focused on the seven sections of the State Plan, Budget Forms, Accountability Forms and Appendix. Current information from the State Plan was made available to participants in all activities through the use of current State Plan drafts, the Transition Plan, e-mailed data and the federal Office of Vocational and Adult Education (OVAE) "Guide for the Submission of State Plans."

Specific activities, both individual and group, include:

(i). The Next Steps Working Group (NSWG). The NSWG members participated in conference calls to map the direction the State needed to follow for successful completion of the Five-Year State Plan;

(ii). Business and Industry Town Halls. Participants included representatives from all occupational areas of career preparation in Arizona CTE programs as well as representation from several labor organizations. Topics discussed included issues connected to quality CTE programs, CTE partnerships with business and industry, expanded coordination between secondary and postsecondary education as well as business and industry support;

(iii). Parent and student surveys. Parents and students completed 1,290 surveys to voice their concerns and the value of their CTE experiences in Arizona secondary schools. The results were tabulated, summarized and used in the Plan where appropriate;

(iv). Local Directors Meetings. Participants included area directors and administrators from Arizona CTE programs. The ADE provided all attendees current Plan summaries and Plan input opportunities at numerous meetings from 2006 to 2008;

(v). The SPWG. The group consisted of secondary and postsecondary faculty, administrators, guidance counselors/advisors, local and State special population staff, charter and private school representatives and other eligible recipients from across the State. The group helped create Five-Year State Plan section text and

adjusted usable Transition Plan data through the use of ADE information and input from entities listed in State Plan Sec. I, A, 3;

(vi). Public Hearings (see State Plan Sec. I, A, 1).

Procedures used by the ADE to assemble the State Plan include the hiring of two consultants to help edit, write, design, and format the Five-Year State Plan. After the initial drafting of the State Plan by the SPWG, sections and forms were divided among CTE management according to professional specialty for further crafting and adherence to the OVAE guidelines and federal and State legislation. Input collected from all entities cited in State Plan Sec. I, A, 3 was combined with ADE data as it became available for a concise representation of participant contributions. A draft version of the Plan was presented to the Governor's office for official review and recommendations. Presentation of the Plan to the SBE occurred February 25, 2008 and was approved by the SBE March 24, 2008.

5. *You must develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other two-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State Plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State Plan that you submit to the Secretary [Sec. 122(e)(3)].*

In Arizona, all postsecondary entities (specifically mentioned in this section) who provide Adult Career and Technical Education Services fall under the auspices of the ADE. The ADE oversees responsibility for both secondary and postsecondary CTE services. However, if any related State agency does file objections, the ADE will respond to those objections.

B. Procedural Suggestions and Planning Reminders

1. *You should maintain a record of the public hearings that includes copies of the notices for the hearings, what media were used to publicize the hearings, mailing lists used for notification, where the hearings were held, and attendance levels See Sec. 122(a)(3).*

   See appendix K

2. *You should develop and implement policies and procedures for the framework of consultations required by Sec. 122(b)(1)(A-B) and Sec. 122(b)(2) of the Act; moreover, you should maintain appropriate records for these mandated consultations.*

   See appendix A, C, D, E, F, J, K, L and N

3. *Postsecondary Career and Technical Education programs assisted under Perkins IV are mandatory partners in the one-stop career center delivery system established by WIA. You are encouraged to collaborate with your State Workforce Investment Board and other one-stop partners as you plan for the participation of postsecondary career and technical programs in your State's one-stop career center delivery system.*

In Arizona, postsecondary CTE programs assisted under Perkins IV are mandatory partners in the One-Stop Career Center delivery system established by the Workforce Investment Act.

Highlights of collaboration include the appointment of Arizona's CTE State director to the GCWP, which also serves as Arizona's State Workforce Investment Board. Also, Arizona's community colleges maintain representation in most of the One-Stop Centers throughout the State. Additionally, the CTE section of ADE supports the Workforce Development staff. This staff creates and provides oversight for the Eligible Training Provider List for Arizona. All Perkins postsecondary recipients are on that list. Through these and other strategies, Perkins postsecondary CTE programs and the WIA One-Stop Career Center delivery system demonstrate close collaboration throughout Arizona.

4. *Public hearings and other consultation activities should address all aspects of the State Plan, including the reservation of funds under Sec. 112(c) of the Act, if any, and the amount and uses of funds reserved for services that prepare individuals for nontraditional training and employment under Sec. 112(a)(2)(B) of the Act.*

Use of the reserve funds is included in Section VI. Copies of the Five-Year State Plan were available at the public hearings as well as on the internet. There was no public comment on the use of the reserve funds. The Local CTE Administrators, Transition State Plan Work Group, Five Year State Plan Work Group and State CTE Advisory Committee groups were consulted in the use of the reserve funds.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. You must prepare and submit to the Secretary a State Plan for a six-year period; or You may prepare and submit a Transition Plan for the first year of operation of programs under the Act [Sec. 122(a)(1)].

Arizona submitted a Transition Plan on April 1, 2007 for the first year of operation of the Carl D. Perkins Career and Technical Education Act of 2006. This Five-Year State Plan was submitted April 1, 2008.

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of-

The Career and Technical Education (CTE) staff at the Arizona Department of Education (ADE) will provide a range of activities designed to meet or exceed the State Adjusted Level of Performance (SALP) (see Part C). Activities include the development of a State Professional Development Plan based on the "National Standards for Staff Development" (NSSD). The Plan will allow for professional development opportunities for current CTE teachers, new CTE teachers, local CTE directors, school administrators and guidance counselors. The Professional Development Plan will be designed around a continuous cycle of results-driven, standards-based and job-embedded professional learning opportunities.

Furthermore, research and development activities related to program standards will support performance outcomes. Research studies will focus on areas such as identification of academic content in CTE instructional programs and ways to enhance the instruction of academic skills within CTE programs. Also, technological advancements and ways to integrate new technology into CTE programs will be addressed as well as "New and Emerging" career opportunities that lead to high-skill, high-wage or high-demand careers for students.

a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that:

i. Incorporate secondary and postsecondary education elements;

ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits;

iv. Lead to an industry recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.

The CTE section at the ADE in collaboration with postsecondary partners will establish Programs of Study. Currently, one Program of Study leads to a baccalaureate degree. This model will be used to develop other Programs of Study throughout the implementation of this State Plan. The current model is a statewide effort involving the three State universities, community colleges and secondary CTE programs. The Program of Study establishes an associate degree at

the community college level. The program will be accepted through a statewide articulation agreement by the three State universities. These credits will be articulated as a degree transfer, meeting the first requirements of the baccalaureate degree.

The secondary CTE program was established in alignment with the first two courses of the associate degree creating dual enrollment opportunities for the first six hours of the associate degree for students. The secondary program requires two Carnegie units of prescribed instruction in the content area that is directly aligned with the first two entry courses of the associate degree. Secondary instructors who teach these courses must meet postsecondary adjunct faculty certification requirements in order for students to receive dual credit.

The program allows for three points of exit: (1) upon completion of the secondary program, the student may take one of two State designated exams and enter the field as a paraprofessional; (2) upon completion of the associate degree the student may enter the field as a paraprofessional; (3) upon completion of the baccalaureate degree the student may enter the field with professional certification. The CTE State staff will develop additional Programs of Study within the next five years.

b) How you, in consultation with eligible recipients, will develop and implement career and technical Programs of Study described in (a) above:

The State university and community college systems, the Governor's P-20 Council, eligible recipients and other stakeholders will partner with CTE State staff to expand initiatives to encourage a unified approach for state-level articulation. The need for this type of articulation was repeatedly requested during the eight dialog sessions held in regard to preparation of the State's Transition Plan. The CTE State staff along with established partnerships will use the above-described method of establishing Programs of Study at the State agency level. State Tech Prep personnel will take a leadership role in this process by identifying opportunities in business and industry, universities and community colleges in which secondary programs can be aligned for seamless transition to the next level and by using the concept of dual enrollment and degree transfer or block credit transfer to aid the student to progress to the next level seamlessly without duplicating courses or losing credit.

c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary institutions;

ADE and CTE staff will support secondary and postsecondary eligible recipients in developing and implementing articulation agreements in the following ways:

(i). Continue to expand state-level partnerships with postsecondary institutions in an effort to establish a clear understanding of the program offerings and instructional requirements at both levels;

(ii). Further technical assistance efforts to eligible recipients in establishing strong local partnerships with postsecondary institutions;

(iii). Sustain alignment of secondary CTE programs with postsecondary programs to help ensure quality instruction and seamless transition;

(iv). Identify barriers that impede articulation such as certification issues (secondary teachers meeting postsecondary certification requirements);
(v). Provide technical assistance to eligible recipients regarding solutions to the barriers;
(vi). Administer technical assistance to eligible recipients in order to develop professional development strategies to strengthen academic skills in CTE programs. This system will reduce the need for remediation for students entering postsecondary institutions;
(vii). Use Tech Prep as a vehicle to support articulation;
(viii). Strengthen the requirement to address postsecondary transition in the Perkins Basic Grant applications to ensure that local strategies are being developed to address articulation and transition;
(ix). Develop current career marketing information to better identify correct alignment of secondary CTE programs to postsecondary opportunities. These materials will be available in career and counseling centers and online.

In addition, the postsecondary institutions will encourage and support articulation agreements with the following actions:

(x). Strengthen communications with secondary schools within the various community college districts;
(xi). Facilitate the establishment of local partnerships, the development of dual or concurrent enrollment opportunities where appropriate and the certification of secondary faculty to teach in dual enrollment programs;
(xii). Continue to support Tech Prep by engaging in the various activities promoted by the Tech Prep directors working in each district.

d) How programs at the secondary level will make available information about career and technical Programs of Study offered by eligible recipients;

Information will be made available in a variety of ways. Some of these strategies include:

(i). Supporting transitional activities on a local and statewide basis;
(ii). Promoting Programs of Study through partnerships with Tech Prep;
(iii). Creating a statewide plan for the development of promotional materials regarding Programs of Study in addition to other critical areas of concern;
(iv). Providing professional development opportunities to guidance counselors, CTE teachers/leaders and professionals that address CTE opportunities for students and a plan for sustainable career exploration that will involve student four-year high school plans;
(v). The development of individual student career plans for sustainable career and educational exploration, starting in eighth grade, by eligible recipients;
(vi). Ongoing professional development for counselors to implement career plans for all students.

e) The secondary and postsecondary Career and Technical Education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in Career and Technical Education programs;

The CTE staff at the ADE utilizes the Department of Economic Security Labor Market Data to establish the CTE programs that will be eligible for funding based on high-skill, high-wage or high-demand career opportunities (see appendix AD). The addition of new and emerging fields will be considered for inclusion every two years. The CTE section will ensure that districts are aware of rapid changes in industry and will encourage districts to offer these programs.

At the secondary level, teams for program standards development are comprised of program specific business and industry members and postsecondary and secondary participants. Team members will review, update, or develop program standards for CTE programs. Academic review teams will review the standards and identify the embedded academic content. The academic content will be cross-walked with the appropriate Arizona academic standards.

Community colleges work closely with locally based occupational advisory committees representing the organizations, businesses and individuals with expertise in each program area. Members of these advisory groups frequently include CTE faculty from local schools offering similar programs. Most are likely to be potential employers of Program Concentrators. These advisory committees help establish industry-based content and standards for college CTE programs, identify changing or emerging needs for training and education, update existing programs and develop new curricular areas.

CTE State staff will implement a new CTE Delivery System that consists of four levels. This system change was approved by the State Board for Vocational Technological Education on March 28, 2005. All CTE programs have transitioned to the new system for delivering CTE programs for school year 2007-2008 (see appendix V). The new levels of delivery are as follows:

(i). Career Awareness – All schools are encouraged to provide experiences for students in kindergarten through grade 6 that will enable them to learn about positive interactions, personal responsibility, good work habits, work as it relates to societal needs and functions and the management of personal and professional resources;

(ii). Career Exploration – All schools receiving funds to implement Career Preparation Career and Technical Education programs are required to provide students in grades 7-9 opportunities for career exploration. The Career Exploration experience must engage students in problem solving, critical thinking, leadership building and teamwork activities and provide opportunity to learn the foundational skills in information technology, organizational systems, ethics and legal responsibilities, career planning, as well as health and safety;

(iii). Career Preparation - Career and Technical Education Programs that have been determined through the use of State labor market data to be high-skill, high-wage or high-demand career opportunities for students enrolled in CTE. Students in CTE programs match their career goals and complete a sequence of courses that lead to the completion of industry-validated assessments and certifications.

Programs frequently offer postsecondary dual credit or articulation opportunities for students;

(iv). Career Management (high school graduates) – Students will prepare for postsecondary occupational certificates, transition to higher education and receive degrees or utilize lifelong learning skills to complete advanced degrees.

Business and industry partnerships and advisory boards will continue to be formed and expanded at both the State and local levels for secondary and postsecondary to ensure program standards and instructional strategies are current with industry needs. CTE State staff and local administrators will work to implement joint advisory committees with both secondary and postsecondary program participants. These boards will help programs stay current regarding equipment, competencies taught and access to technology.

Funds from both State and federal sources can be used at the local level to purchase industry-based equipment for school laboratories and classrooms to ensure students have access to appropriate technology. Students will have the option of participating in Tech Prep programs and work-based learning experiences. These experiences will provide additional access and exposure to technology used in the workplace as well as all aspects of the specific industry (see appendix AL and AM).

f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local Plan will—

i. Promote continuous improvement in academic achievement

ii. Promote continuous improvement of technical skill attainment; and

iii. Identify and address current or emerging occupational opportunities.

The CTE staff at the ADE requires secondary recipients including school districts, charter schools and BIA schools seeking assistance for CTE programs to apply for Carl D. Perkins CTE funds through a prescribed process.

Each eligible recipient, including secondary and postsecondary, works with State staff that assist in developing and processing a Basic Grant Application (see appendix S and T). Secondary districts and community colleges will provide assurances to the ADE that they have read, understood and affirmed that they accept and commit to abide by the Carl D. Perkins Grant Program fiscal and accountability assurances. Applications will address each goal and permissible expenditure category as needed.

Prior to the grant due date, secondary districts seeking to use federal and State funds to help support a new CTE program must submit a “Notification of Intent to Implement a New Career and Technical Education Program” (NOI) (see appendix W). This process is designed to ensure that the district has the information, resources, technical assistance and support systems to develop a quality program. A quality program has been defined as containing essential criteria (see appendix O). The NOI addresses the following elements of a quality program:

(i). Local need;

(ii). Stakeholder involvement;

(iii). Staff certification;

(iv). Facility and equipment;
(v). CTE standards and integration of academic standards;
(vi). Work-based learning experience;
(vii). Career and Technical Student Organization;
(viii). State-designated sequence of courses to fulfill a program (see appendix Q).

Each NOI will be reviewed by CTE State staff. Site visits will be conducted and State staff will make recommendations to ensure a quality program. Once the CTE program has been tentatively approved for implementation it can then be listed on the Basic Grant Application. Eligible recipients only have to submit the Notification of Intent once – so long as the program is maintained and continues to be offered annually.

In addition, CTE State staff will conduct an annual training workshop with local district administrators to explain the Perkins Act and the application process. State staff will then continue to provide individual technical assistance to districts in developing appropriate goals, objectives and expenditures.

When developing goals and objectives, eligible recipients must address efforts to deliver academic and technical skills in local CTE programs. Objectives must describe activities focused on improving academic and technical skills, expected measurable outcomes and method of evaluation. Upon submission, applications are reviewed for fiscal compliance as well as compliance with the Act (see appendix S and T).

Secondary and postsecondary recipients will be expected to have a minimum of one Program of Study that:

(ix). Incorporates and aligns secondary and postsecondary education;
(x). Includes academic and CTE content in a coordinated, non-duplicating progression of courses, including the opportunity for secondary students to acquire postsecondary credits;
(xi). Leads to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree;
(xii). Identifies and addresses current or emerging occupational opportunities.

Reports of annual Performance Measures showcase the level of academic and technical skill attainment of secondary CTE student Concentrators who have left high school. Academic scores from the State's required assessment to measure academic success, Arizona Instrument to Measure Standards (AIMS) that is given to all Arizona students, are used to examine how CTE students are performing academically in comparison to non-CTE students. This data is used to help identify areas of focus when designing academic integration professional development experiences for CTE instructors, as well as areas to enhance CTE standards with academic content.

Technical skill attainment to measure technical skill proficiency has been assessed in the past by tracking standard and competency attainment in the individual program area. Currently, Arizona is moving to a technical assessment system for measuring technical skill attainment. In

partnership with Arizona State University and the Vocational Technical Education Consortium of States (VTECS), the CTE State staff is developing an assessment system that will identify appropriate industry validated assessments for each secondary CTE program. Through a newly created Arizona Skills Standards Commission, business and industry partners will be instrumental in reviewing, revising, or developing CTE program standards that are in alignment with appropriate industry-validated assessments. Strategically planned, ongoing professional development experiences will ensure that instructors are current in technical skills and instructional strategies that will enable students to complete (successfully) the program and the technical skill proficiency assessments.

Every two years, CTE State staff reviews the CTE program list using current labor market data to update program offerings to reflect high-skill, high-wage or high-demand careers. In order to provide for a quick response to immediate industry demands, the CTE State Advisory Committee is considering an appeals process to expand the CTE Program List to allow a district to deliver a new program. This year, two additional programs were added to the 2008 CTE Program List. These areas are forecast to be new and emerging fields offering opportunities for students to continue on to postsecondary programs and fields that have promising career opportunities upon completion (see appendix P and AD. See also State Plan Sec. II, A, 2, h).

Program standards will be developed for the identified "New and Emerging" programs following the above-mentioned process for program standards development. The two "New and Emerging" programs identified for program development for 2007-2008 are 15.0000 Engineering Sciences and 51.1000 Biomedical Health Technologies (see appendix X). These two new program areas will be explored as potential Programs of Study.

g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Secondary CTE programs will continue to provide rigorous and challenging instruction for both academic and technical standards for all students, including special populations. Because the vast majority of special population students in Arizona are mainstreamed, these students receive the benefit of rigorous instruction along with non-special population students. Arizona's CTE programs use the same academic tests as NCLB to measure academic attainment and will continue to do so. The CTE students, including mainstreamed special populations, have consistently performed well on these academic assessments and have out-performed non-CTE students in some areas. Arizona students must pass these academic assessments in order to graduate and CTE students have, thus far, demonstrated a high graduation rate.

Considering the current successful graduation rate for CTE students, including special populations, CTE State staff will continue the following strategies:

(i). Continued effort on professional development, including academic integration;
(ii). Classroom focus on standards attainment;
(iii). Accommodations for special population students who require special services;
(iv). Careful review and analysis of data to determine success, as well as need for improvement;
(v). Focused technical assistance from qualified CTE State staff;

(vi). Additional integration of guidance counselors, as evidenced by objectives in the Basic Grant Application Local Plan, to enhance awareness of careers for CTE students;

(vii). Researching greater and more effective utilization of dual credit for academics and CTE;

(viii). Additional focus on outcomes for nontraditional students;

(ix). Further collaboration at the State and local levels with NCLB and Individuals with Disabilities Education Act (IDEA);

(x). The use of career plans for all students supports special population students in effective planning after high school.

Additional strategies to improve graduation rates will be considered or implemented as well. These include the following: Integrating academic assessments into technical assessments as they are developed; overlaying Advanced Placement courses into CTE courses; development of additional Programs of Study and utilizing appropriate recommendations from the Arizona Governor's P-20 Council.

h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage and/or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

At the State level, efforts will continue to focus program support and development on those areas of high-skill, high-wage or high-demand employment. The "New and Emerging" category of programs (State Plan Sec II, f,) will be implemented and will include high-skill, high-wage or high-demand occupations, such as those in the biomedical area. Curriculum will be established, updated and aligned with postsecondary so that these "New and Emerging" programs will become Programs of Study. Special populations will participate in these programs, as they do in all of Arizona's CTE programs, with a particular focus on inclusion of nontraditional students.

Arizona's programs for all CTE students, including special populations, will continue to focus on enhanced integration of rigorous and challenging academic standards along with focus on technical skill proficiency demonstrated through assessments. This enhanced focus will result in increased opportunities and success for students in postsecondary education and in high-skill, high-wage or high-demand occupations. Because the majority of Arizona's special populations are mainstreamed, these students will have the same benefit of rigorous courses as non-special populations. Special populations in the secondary system needing accommodations for successful course or program completion will be served. Continued review and analysis of Performance Measures data will determine success levels and improvement strategies.

In the postsecondary system, statements regarding services provided for special populations are incorporated in the college catalogs and student handbooks. In addition, students have an opportunity to identify their needs on the enrollment forms. Efforts are made to encourage students with special needs to contact the college staff in order to receive the available services which can help them succeed in occupational or academic programs. It is common for the colleges to have departments, such as a Department for Disability Services, specifically designed

to provide support and assistance for CTE special population students, while all of the colleges have advising and counseling offices to facilitate student success.

Strategies for addressing these issues will emanate from both local and State levels. Through the Basic Grant Application, eligible recipients must agree to meet measurable objectives. Areas to be addressed include the following:

(i). Strengthening academic and CTE skills;
(ii). Providing professional development directed towards academic integration;
(iii). Meeting State and Local Adjusted Levels of Performance;
(iv). Delivering rigorous academic standards;
(v). Evaluating and continuously improving CTE program performance;
(vi). Overcoming barriers for special populations;
(vii). Assisting special populations to meet CTE Performance Measures;
(viii). Using funds to prepare for nontraditional fields;
(ix). Use of an electronic career information system by students for career and academic planning.

Qualified CTE State staff will monitor and review CTE programs for indicators of quality (State Plan Sec. III) through the Program Assessment Review (PAR) and other systems. Constant, ongoing professional development for teachers as well as counselors through local plan objectives will increase CTE awareness levels of staff as well as parents, students and other stakeholders. Additional Programs of Study will eventually be developed using Arizona's Education Professions program as a model, along with other transitional strategies to increase student awareness of opportunities. Methods for continuous improvement in student preparation for successful transitions will be explored including increased participation in Career and Technical Student Organizations (CTSO), a statewide CTE marketing plan as well as additional collaborative strategies with business and industry and other appropriate stakeholders.

i) How funds will be used to improve or develop new Career and Technical Education courses—

i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under Sec. 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

Funds will be used to improve and develop new CTE programs that are aligned with rigorous and challenging academic content standards. To provide support for these services, ADE will:

(i). Adopt, adapt or develop industry-validated technical assessments that incorporate Arizona Academic Standards developed under the Elementary and Secondary Education Act for CTE programs;
(ii). Complete academic crosswalks with CTE program standards;
(iii). Research projects that identify academic content embedded within CTE programs and areas in CTE programs where academic standards need to be strengthened;
(iv). Revise standards to strengthen academic content in areas where need is determined;

(v). Align embedded academic standards in CTE programs with identified academic courses required for graduation. In order for CTE programs to fulfill academic requirements, ADE Math and Science specialists will continue to provide direction;
(vi). Enhance Advanced Placement credit for specific CTE programs;
(vii). Create professional development activities, in partnership with Arizona's three State universities, that enhance skill attainment, promote academic integration and strengthen instructional strategies;
(viii). Develop local CTE program improvement initiatives.

ii. At the postsecondary level that are relevant and challenging;

(i). Create professional development activities that enhance skill attainment and strengthen technical skill development;
(ii). Enable purchases of equipment and technology to enhance relevant and challenging courses;
(iii). Encourage adoption or development of industry-validated technical assessments for postsecondary programs;
(iv). Organize postsecondary occupational advisory committees who actively participate in the development and approval of industry-validated curriculum and competencies;
(v). Update the CTE program list every two years using labor market data;
(vi). Hire faculty that will improve the quality of CTE programs.

iii. That lead to employment in high-skill, high-wage and/or high-demand occupations.

(i). Develop program standards and keep them current and aligned with business and industry requirements;
(ii). Update the CTE program list every two years using labor market data (next scheduled update is 2010);
(iii). Support and expand new and emerging programs;
(iv). Support activities of the Arizona Skills Standards Commission to strengthen business and industry input in the development, growth and enhancement of CTE programs;
(v). Initiate activities to align secondary CTE program instruction with postsecondary programs in order to develop Programs of Study;
(vi). Enhance current and develop additional strategies to provide postsecondary articulation and dual enrollment opportunities for CTE students;
(vii). Design career guidance activities through the Basic Grant Application, partnerships with Arizona School Counselors Association (AzSCA) and the Arizona High School Renewal Initiative (AZHSRI) that lead counselors to a heightened understanding of CTE programs and the value of strategic career guidance for high school students. State CTE staff encourages schools to fully implement "*Arizona Model: A Framework for School Counseling*" based upon the American School Counselors Association model. The model includes three counseling domains: career, academic, personal/social;
(viii). Initiate activities based on research that will identify barriers for students entering nontraditional CTE program areas.

j) How you will facilitate and coordinate communications on best practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement. (Please note this item is required only for States not consolidating all of their Tech Prep funds);

Communication regarding best practices among successful recipients of Tech Prep program grants is facilitated and coordinated in several ways:

(i). Tech Prep consortia directors meet regularly to share best practices and to address Tech Prep issues arising from Tech Prep activities;

(ii). Best practices are shared with State staff and, when appropriate, with national Tech Prep networks. Arizona Tech Prep consortia directors participate in the National Association of Tech Prep Leadership (NATPL) and the National Tech Prep Network (NTPN). They attend conferences and often make presentations at the national meetings. As evidence of these efforts, five of Arizona's Tech Prep best practices have recently been featured in the national NATPL Best Practices publication;

(iii). To improve program quality and to enhance student achievement, Arizona Tech Prep leadership co-hosts, in partnership with the ADE and Arizona Career and Technical Education Association members, an ACTEAZ summer conference for CTE professionals;

(iv). Best practices are widely shared with CTE leaders and consortium members have access to many program strategies that enhance student achievement.

k) How funds will be used effectively to link academic and Career and Technical Education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement;

Funds will be used to link academic and CTE through the following support:

(i). Expanding integration of academic standards in CTE programs;

(ii). Providing professional development activities that will improve academic instruction in CTE programs and increase attainment of Performance Measures;

(iii). Developing Programs of Study;

(iv). Focusing Tech Prep strategies to include articulation and dual enrollment;

(v). Identifying and developing CTE programs that will qualify for Advanced Placement credit;

(vi). Establishing business and industry linkages and partnerships to ensure that CTE standards and instructional strategies are in alignment with business and industry expectations;

(vii). Funding articulation using resources other than federal;

(viii). Providing allowable CTSO activities;

(ix). Identifying students who need academic assistance and providing appropriate services;

(x). Continuing academic collaboration between secondary and postsecondary institutions;

(xi). Focusing on activities that encourage nontraditional student participation.

l) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in Career and Technical Education programs in order to adequately evaluate the extent of such integration [Sec. 122(c)(1)(A)-(L)].

The CTE staff at the ADE will evaluate the extent of integrating a coherent and rigorous content aligned with challenging academic standards. This system includes the following components:

(i). CTE program completion rate;
(ii). Performance Measures - successful attainment of State Adjusted Levels of Performance on academic measures;
(iii). Career and Technical Education high school student graduation rate.

3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

a) Promotes the integration of coherent and rigorous academic content standards and Career and Technical Education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies—

The primary goal of professional development is a comprehensive plan implementing NSSD that will provide professional learning opportunities for all CTE personnel including pre-service teachers, new teachers, practicing teachers from both collegiate teacher preparation programs, CTSO teachers and business and industry certified teachers and also counselors and administrators. Partnerships with Arizona's public universities, community colleges, business and industry, JTED and Tech Prep consortia and others (as appropriate) in the planning, coordination and delivery of professional learning experiences will help to ensure that teachers, counselors and administrators have access to current business and industry practices, program development and instructional strategies.

State and local agencies will provide opportunities for the analysis of academic standards in CTE. Professional development for teachers, counselors and administrators will be designed, implemented and evaluated using NSSD and will include instruction and practical interpretation of the academic standards that are part of CTE on a daily basis. Such activities may include, but not be limited to:

(i). Incorporating statewide standards for academic course content that correlates with CTE standards;
(ii). Providing avenues for academic and CTE teachers to collaborate on the integration of academic standards with CTE standards;
(iii). Providing professional learning opportunities that allows CTE and academic teachers to align CTE and academic curricula and create lesson plans and delivery strategies using effective formats that support both CTE and academic standards;
(iv). Providing opportunities for CTE teachers to decode academic standards within the context of CTE programs;

(v). Providing professional learning opportunities for CTE teachers incorporating:
- Required preparation prior to attending the professional learning session;
- Follow up activities after the session;
- Ongoing support including electronic resource materials, technical assistance visits, etc. between related sessions;

(vi). Providing affordable and accessible professional learning opportunities for teachers;

(vii). Developing and expanding alternative certification methods;

(viii). Encouraging eligible recipients to enhance teacher performance;

(ix). Encouraging in-district assistance for teachers and allowing time for training and preparation;

(x). Providing guidance counselors with yearly ongoing professional development opportunities specifically designed so that they can stay current with CTE course offerings, Programs of Study and proper registration sequencing;

(xi). Offering guidance counselors a variety of on-location training in the use of the online system used by Arizona students to seek current career and educational information. This training will lead to appropriate postsecondary career and educational decision making;

(xii). Offering counselors across the State specific topic workshops and training opportunities based upon the yearly online-delivered professional development survey. Current and relevant CTE information will continue to be offered yearly to all school counselors that is relevant to their jobs.

The ADE will continue to support postsecondary institutions throughout Arizona that promote professional development opportunities. Postsecondary professional development opportunities will include, but not be limited to:

(xiii). Arizona Occupational Administrators Council (AOAC) will foster collaboration between academic and occupational faculty;

(xiv). Tech Prep consortia will share information regarding professional development opportunities for postsecondary administration and faculty;

(xv). The Association of Career and Technical Education of Arizona (ACTEAZ), ADE, community colleges and universities will collaborate to provide activities at the ACTEAZ summer conferences that are specific to the needs of postsecondary educators;

(xvi). Additional conferences and professional learning opportunities will be planned to assist postsecondary faculty with the delivery of coherent and rigorous academic and technical content.

b) Increases the percentage of teachers that meet teacher certification or licensing requirements—

State and local agencies will create strategies that will assist in the preparation for the Arizona Educators Proficiency Assessment Test (AEPA) and completing required educational coursework for State certification. Such activities may include, but not be limited to:

(i). Assisting in AEPA test preparation;

(ii). Supporting the completion of Arizona Standard English Emersion (SEI) requirements;

(iii). Supporting mentoring and training for beginning CTE teachers in lesson plan development, classroom management, CTSO management etc;
(iv). Re-evaluating the Arizona CTE certification process and requirements;
(v). Collaborating with Arizona universities to provide teacher preparation courses and support structures for business and industry certified CTE teachers focusing on the first three years in the classroom;
(vi). Working with universities to increase masters' degree enrollment;
(vii). Assisting in the certification and licensing of a larger pool of postsecondary faculty by increasing awareness of the fields in CTE that certification or licensing is available for postsecondary faculty;
(viii). Providing information about how to become certified or licensed through marketing materials that explain the process. These materials will be disseminated to secondary administrators and faculty;
(ix). Supporting secondary teachers endeavoring to become postsecondary certified;
(x). Offering to help faculty obtain appropriate industry standard certification.

c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of Career and Technical Education teachers—

The CTE Comprehensive Professional Development Plan is based on the NSSD and professional learning events are designed to address identified needs, be ongoing, job-embedded and have measurable outcomes.

Participants will maintain a statewide focus on increasing technical skills and academic knowledge by integrating academic standards and applied academics in activities such as, but not limited to:

(i). The ACTEAZ summer conferences consisting of professional learning sessions focused on program development, enhancement of technical skills, integration of academic standards, CTSO leadership training and program assessment;
(ii). Embedded applied academics, such as math, in all curricula;
(iii). Professional learning opportunities throughout Arizona during the school year that included topics on instructional strategies and differentiated instruction;
(iv). Industry updates that reflect skill attainment, industry trends and standards;
(v). Ongoing technical assistance for CTE teachers;
(vi). Leveraging existing partnerships to allow opportunities for faculty to take advantage of industry based professional development;
(vii). Strategies to develop high quality, sustained, intensive, focused and academically rigorous industry based CTE standards for post secondary centering on:
- Collaboration with business and industry advisory committees to provide professional development based on industry standards;
- Opportunities to provide for industry externships and partnerships to help teachers remain current in their field;
- CTSO leadership training for CTE teachers.

d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student—

(i). At the State and local levels, State staff will focus on applied academics beginning with the ACTEAZ summer conference and continuing with professional learning opportunities throughout the State during the school year offered in a variety of formats;
(ii). Professional learning opportunities focused on the implementation of work based learning strategies, such as job shadowing, internships, cooperative education, school-based enterprises, clinicals and apprenticeships will be conducted;
(iii). CTSO activities and conferences shall continue emphasis on applied learning.

Support for postsecondary professional development that enhances applied learning and contributes to academic and career and technical knowledge will be provided by:

(iv). Collaboration with business and industry advisory committees to provide professional development information based on industry standards;
(v). Encouraging faculty to stay current and interface with the appropriate industries;
(vi). Making opportunities for externships available;
(vii). Leveraging existing partnerships to allow opportunities for faculty to take advantage of professional development;
(viii). Encouraging innovative initiatives to create partnerships between academic and occupational instruction.

e) Provides the knowledge and skills needed to work with and improve instruction for special populations—

Improvement strategies resulting from participant and education agency cooperation in CTE instruction and guidance services for special populations will include, but not be limited to:

(i). Structured English Immersion (SEI) training for CTE teachers;
(ii). Differentiated Instruction strategies for CTE teachers;
(iii). Modification and accommodations training for CTE teachers;
(iv). Professional development focused on methods and strategies for working with special populations;
(v). Opportunities for CTE teachers to be informed on the Individuals with Disabilities Education Act (IDEA) topics.

Postsecondary recipients will continue current activities on their respective campuses that provide workshops and services related to working with special population students. These activities include the following:

(vi). Informing faculty of the accommodation needs and resources available to students who declare a disability;
(vii). Providing workshops and services on working with special populations;
(viii). Using University of Arizona nontraditional online classes.

f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended [Sec. 122(c)(2)(A)-(G)]—

CTE shall work with other divisions within the ADE to execute professional development activities aligned with the NSDS to support the increased academic and technical achievement of CTE students. Activities will include, but not be limited to:

(i). Participation of CTE Professional Development Program Specialist on the agency Professional Development Standards Action Design Team. The team consists of representatives for all units within ADE whose charge is to collaborate and coordinate professional development activities utilizing the NSDS;
(ii). Involvement of CTE program specialists in professional development activities coordinated by other units in an effort to communicate and educate participants regarding the work of CTE;
(iii). Participation of staff from other units in CTE professional development activities to share best practices and increase awareness.

4. You must describe efforts that your agency and eligible recipients will make to improve—
a) the recruitment and retention of Career and Technical Education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession—

Recruitment and retention of Career and Technical Education teachers and counselors, including professionals in groups underrepresented in the teaching and counseling professions, will be addressed by the ADE and eligible recipients in the following ways:

(i). The local eligible recipients will address recruitment and retention as part of the Basic Grant Application;
(ii). The ADE and local agencies will create a plan to increase public awareness of the need for CTE teachers and professional guidance counselors, including groups underrepresented in these education professions;
(iii). The CTE section will employ a specialist to provide leadership and professional development for guidance counselors across the State;
(iv). In collaboration with the Arizona School Counselors Association (AzSCA), CTE will develop and make available a statewide counselors' mentoring system for newly hired school counselors;
(v). The State agency will continue to support the Education Professions Program to aide in the recruitment of CTE teachers;
(vi). The State agency, through collaborative efforts of CTE and Exceptional Student Services (ESS), will employ a full-time specialist to provide leadership for the student organization Future Educators Association (FEA);
(vii). The CTE section will assist eligible recipients in the development of strategies to prepare for the State AEPA test and the completion of education coursework required for State certification. These strategies may include the formation of mentoring teams and offering statewide AEPA preparation courses through university partners;

(viii). In order to enhance retention of business and industry teachers in the classroom, CTE in partnership with postsecondary will create a professional development strategy for new teachers. The strategy will focus on teachers with business and industry certification;

(ix). The ADE will re-evaluate the State CTE certification requirements and present proposed changes to the State Board for Vocational and Technological Education;

(x). Each CTSO shall promote teaching CTE as a career.

Postsecondary institutions will participate in activities to recruit and retain a qualified and diverse CTE faculty in the following ways:

(xi). Advertise positions in local, national and focused community publications;

(xii). Partner with ADE to create a centralized job board to promote available opportunities for employment;

(xiii). Provide structured experiences for new CTE teachers to help them become successful in the classroom;

(xiv). Collaborate with State universities to expand CTE teacher prep programs.

b) the transition to teaching from business and industry, including small business [Sec. 122(c)(3)(A)-(B)]—

CTE will collaborate with all existing initiatives to effectively transition business and industry teachers in the following ways:

(i). Provide support for new teachers through professional development and technical assistance;

(ii). Provide educational information regarding opportunities in CTE to targeted groups;

(iii). Assist eligible recipients in the development of strategies that may include, but not be limited to, creating CTE mentoring teams whose purpose will be to assist teachers transitioning from business and industry. Activities may include, but not be limited to:

- Assistance in preparation for the State AEPA test;
- Support in the completion of education coursework required for State certification;

(iv). Collaborate with postsecondary to create a professional development strategy for aiding new teachers, focusing on teachers with business and industry certificates, to enhance retention of business and industry teachers in the classroom;

(v). Support postsecondary CTE teachers as they transition from business and industry including:

- Establishing mentoring programs between new and experienced faculty;
- Organizing individual or group reviews regarding CTE certification requirements for instructors;
- Continuing programs such as Troops to Teachers that support transitioning to teaching.

5. *You must describe efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education [Sec. 122(C)(4)].*

Where appropriate, the State and eligible recipients will work with community colleges and universities to develop Programs of Study with multiple entrance and exit points leading to a baccalaureate degree and beyond. Activities may include, but not be limited to:

(i). Secondary and postsecondary representation on advisory boards;
(ii). Tech Prep consortia will work with comprehensive program alignment;
(iii). Dual credit and dual enrollment;
(iv). Programs of Study will be published and marketed to students at all levels through websites, secondary counseling services, advisement, school course catalogs, college and university visits as well as print and digital media;
(v). Specific career planning resources will be developed for counselors to utilize while guiding students in Programs of Study and options for courses of study;
(vi). Each CTSO will work with postsecondary student organizations to assist in member and student transition to postsecondary.

Arizona has an established process for transfer articulation between community colleges and State public universities and that process will be enhanced by:

(vii). ADE support of transfer articulation efforts at the postsecondary level;
(viii). Local recipients working with the Arizona Transfer Articulation Support System (ATASS);
(ix). Collaboration to expand associate degrees to the bachelors degree programs at the universities;
(x). Continued work with established Articulation Task Forces regarding CTE programs;
(xi). Articulation agreements with non-Arizona postsecondary institutions;
(xii). Career counseling delivered face-to-face with students or electronically by the statewide online Arizona Career Information System (AzCIS). Other electronic systems currently being used are: Bridges, Kuders, Career Cruising or Naviance;
(xiii). Distribution of information from four-year universities;
(xiv). Targeted websites;
(xv). Conducting career fairs.

6. *You must describe how you will actively involve parents, academic and Career and Technical Education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of Career and Technical Education programs in your State [Sec. 122(c)(5)]:*

The State agency will continue to support and assist local efforts to involve parents, teachers, counselors, local businesses and labor in the planning, development implementation and evaluation of CTE programs. The Perkins Basic Grant Local Applications (see appendix S and T) require districts to identify goals, measurable objectives and evaluation methods to improve the academic and technical skills of students. Goal number five focuses on the involvement of

stakeholders. Eligible recipients are required to set objectives that inform and involve parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, Tech Prep consortia, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals in the development, implementation and evaluation of CTE programs and Programs of Study.

To ensure eligible recipients involve stakeholder groups in planning, developing, implementing and evaluating programs, the following activities may include, but not be limited to:

(i). Professional development opportunities focused on the formation and use of effective advisory boards;

(ii). Professional learning opportunities to help guidance counselors become more familiar with CTE programs and program outcomes;

(iii). Encouraging all districts to fully implement *"Arizona Model: a Framework for School Counseling"* at every site. Advisory councils are an integral part of the Model. Council members may include: governing board members, administrators, teachers, parents, students, business people, community leaders, college members and family services agency members. The purpose of advisory councils is to set program goals, provide support, review activities/programs and promote two-way communication between school and community. The *"Arizona Model"* ensures that the career and educational needs of students are being met;

(iv). Involving regional business and industry advisory board partners in professional development training of counselors to become current on employment requirements and opportunities;

(v). Professional development and technical assistance focused on effective program evaluation. Arizona Revised Statutes require that results of the program evaluation be reported to the State agency;

(vi). Stakeholder involvement as members of State and local advisory committees participating in—

- Program planning and development;
- Implementation of programs;
- Regular program evaluations.

Also, each CTSO will involve stakeholder groups in conferences, competitions, meetings, alumni groups, trainings, judging, speakers and board members as well as other methods of involvement to have stakeholders involved with CTSO activities.

Postsecondary educators will promote collaboration between academic and CTE faculty, administrators, career and academic guidance counselors, local businesses and the community in the planning, development, implementation and evaluation of Career and Technical Education programs through:

(vii). Continued work with advisory committees consisting of community leaders, business partners and career and technical educators;

(viii). Exploring combined secondary and postsecondary advisory committees;

(ix). Program reviews conducted periodically with participants that will include business and industry representatives;

(x). Specific training provided for counselors and CTE teachers for career plan implementation. Career plans will assist students and their guidance counselors in effective methods to monitor their career and academic progress.

7. You must describe efforts that your agency and eligible recipients will make to—

a) Improve the academic and technical skills of students participating in Career and Technical Education programs, including by strengthening the academic and career and technical components of Career and Technical Education programs through the integration of academics with Career and Technical Education to ensure learning in—

— The core academic subjects (as defined in Sec. 9101 of the Elementary and Secondary Education Act of 1965, as amended) —

The CTE programs will continue to focus on improving academic and technical skills of students. The Perkins Basic Grant Local Application requires districts to identify goals, measurable objectives and evaluation methods to address improving academic and technical skills of students. Goal number three focuses on improving academic and technical skills of CTE students through integration of academics with CTE programs. It insures that CTE students are taught the same rigorous and challenging academic standards as all other students and encourages CTE students to enroll in rigorous courses.

Professional development strategies are developed at both the State and local levels to ensure academic learning in CTE programs by:

(i). Integrating academic language and instructional strategies into CTE curriculum;

(ii). Providing opportunities for CTE teachers to gain understanding of and skills in the implementation of academic standards crosswalks;

(iii). Training each CTSO advisor in strategies to integrate academic excellence into projects and events;

(iv). Embedding measurable academic standards in all CTSO events;

(v). Developing partnerships with academic teachers to identify CTE curriculum content that should be taught by modern academic methods and request they assist in providing professional development activities.

— Career and Technical Education subjects —

In the past, technical skill attainment for measuring technical skill proficiency has been assessed by tracking standard and competency attainment in the individual program areas. Arizona now is moving to a technical assessment system for measuring technical skill attainment. In partnership with Arizona State University and the Vocational Technical Education Consortium of States (VTECS), the CTE State staff is developing an assessment system that will identify and review appropriate industry-validated assessments for each secondary CTE program. Through a newly created Arizona Skills Standards Assessment System, business and industry partners will be instrumental in reviewing, revising and developing CTE program standards that are in alignment with appropriate, industry-validated assessments.

Strategically planned, ongoing, professional development experiences involving business and industry partners will ensure that instructors are current in technical skills and instructional strategies that enable students to complete successfully the program and the technical skill proficiency assessments. Each CTSO will continue and expand the use of technical assessments for skill proficiency assessments as a part of their competitions, conferences and trainings. These activities will be aligned with Arizona CTE program standards and enhance students' ability to pass Arizona technical assessments.

The ADE will provide reports such as assessment feedback and results to postsecondary institutions participating in Programs of Study. Postsecondary institutions will use the reports for improvement purposes. A Program Improvement Plan will be developed and business and industry partners will review program curricula.

b) Provide students with strong experience in, and understanding of, all aspects of an industry—

Professional development and leadership activities will continue to support teacher professional learning so CTE students will be provided with strong experience in and understanding of all aspects of the industry. Activities related to all aspects of the industry may include, but not be limited to:

(i). Implementation of work-based learning opportunities such as job shadowing, internships, cooperative education programs, school-based enterprises, clinicals and apprenticeships by both the State agency and eligible recipients;
(ii). Guidance and technical assistance on the implementation of school-based enterprises;
(iii). Networking with business and industry to develop opportunities for work-based learning experiences for students and teachers;
(iv). Instruction in soft skills needed for success in the workplace such as problem solving, communication, computer applications, teamwork, customer service, work ethics, business etiquette, interpersonal relationships, goal setting, etc;
(v). Embedding CTSO activities within all program areas.

The postsecondary faculty, staff and facilities will provide opportunities and an environment for work-based learning that replicate current industry standards.

c) Ensure that students who participate in Career and Technical Education programs are taught to the same challenging academic proficiencies as taught to all other students [Sec. 122(c)(7)(A)-(C)].

Several strategies will be used to ensure that students who participate in CTE programs will be taught the same challenging academic proficiencies as other students:

(i). Secondary recipients must address in the Perkins Basic Grant Local Application goal number three how they are ensuring at the local level that CTE students will be taught the same challenging academic proficiencies as other students;

(ii). As described in State Plan Sec. II, A, 2, f, academic scores from the State's required assessment are used to examine how CTE students perform academically in comparison to non-CTE students. The data is used to help identify areas of focus when designing academic integration professional development experiences for CTE teachers. Furthermore, it helps identify areas to enhance CTE standards with academic content;

(iii). Professional learning and technical assistance, focused on academic integration into CTE curriculum, will continue to be offered in a variety of venues at both the State and local levels;

(iv). Implementation of Programs of Study encourages enrollment in challenging academic courses that support the student's CTE curriculum.

The ADE will support postsecondary academic proficiencies as developed by appropriate accreditation bodies. Associate degrees require general education courses as part of each degree program to ensure academic proficiency. The number of these credits required varies from 22 to 27 credits depending upon the individual program.

8. You must describe how you will provide local educational agencies, area Career and Technical Education schools, and eligible institutions in the State with technical assistance [Sec. 122(c)(15)].

The CTE staff at the ADE will provide technical assistance to secondary and postsecondary educational agencies, area Career and Technical Education schools and eligible institutions, including CTE teachers, administrators and other appropriate personnel. This technical assistance will occur through individual, small group, regional and statewide delivery strategies for the purpose of informing, updating, discussing and addressing CTE issues.

The CTE State staff will provide technical assistance to eligible recipients. Program staff will provide assistance primarily to teachers on specific program and CTSO issues. Fiscal and Management Information staff will provide assistance related to financial and management information systems. Data specialists will assist districts with data quality and Basic Grant staff will assist district personnel in areas related to the Basic Grant Applications and overall local CTE administration.

Continued collaboration with local CTE administrators and JTED superintendents helps provide additional technical assistance to improve efficiency. Joint workshops will be conducted, mentors and additional professional development opportunities for new local CTE administrators will be provided and monthly meetings will continue to be held during the school year as a vehicle for sharing information both vertically and horizontally. Career and Technical Education administrators will work with at least one assigned State staff specifically to assist in developing and approving the Local Plan/Application, implementing goals and objectives and to develop improvement plans where appropriate. Basic Grant staff, on an annual basis, will provide on-site technical assistance to eligible recipients. Additionally, CTE administrators will work with other CTE staff to work specifically on program improvement and data quality.

Enhanced use of online technical assistance will be available. For example, in addition to the on-going use of the ADE/CTE website, an online university course on nontraditional recruitment

and employment will be offered for credit. Universities will assist in conducting ongoing professional development workshops to implement all aspects of the program for industry.

CTE teachers and local staff also will have benefit of ongoing technical assistance. In addition to a wide variety of regional professional development workshops to increase the specific program knowledge and skills of CTE teachers, large statewide conferences will be conducted. For instance, the annual ACTEAZ summer conference, in collaboration with Arizona Career and Technical Education Association, will offer opportunities for state-of-the-art training in the most current emerging technologies and programs. At this conference, an entire day will be devoted to both classroom and computer lab instruction. New to the summer conference agenda will be regional training for local districts. This technical assistance training will cover reporting of data and the overall impact of accurate and reliable data reporting. Guidance counselors will also participate in training to fully integrate career and academic counseling.

Postsecondary technical assistance will be provided through a variety of methods. Institutional Research (IR) staff members at Arizona community colleges will attend semi-annual workshops presented by State staff. These workshops are designed to inform IR staff of the latest Performance Measures and to relay information from OVAE regarding definitions and interpretation. In addition to workshops, on-site meetings will be held with college IR staff to review data collection procedures and provide individualized technical assistance.

The State staff has recently developed a new technical assistance activity to ensure the program quality. The Program Assessment Review (PAR) will be conducted with a team of State CTE staff and local school personnel. The local school personnel will serve as mentors for the PAR district administration, as well as observe that district's CTE process, in order to recommend and/or facilitate CTE program improvements in both districts. The local school personnel component presents a professional development opportunity for all involved. The team will visit eligible recipients and will use a program rubric (see appendix AG) to assess program components. The results of the PAR will identify possible program improvement recommendations and will also help to identify needs for technical assistance.

CTE teachers will have the additional benefit of one-on-one consultation with a State supervisor for their particular program, as well as consultation with the CTSO specialist. The CTE State program staff will visit approximately 20 percent of all programs annually and additional programs upon request. Training will be offered to assist eligible recipients achieve success on designated performance levels, including nontraditional participation and completion. Leadership will be provided to enhance articulated CTE programs, including Tech Prep, to increase opportunities for postsecondary education. A statewide Tech Prep group will meet as needed to provide technical assistance for participants.

Arizona CTE will continue a strong focus on technical assistance for secondary as well as postsecondary institutions. Activities listed above will be made available for postsecondary CTE staff where appropriate. The CTE section will continue efforts to collaborate with occupational administrators to focus on those technical assistance efforts most useful for the community colleges, particularly in the area of data quality.

9. *You must describe how Career and Technical Education in your State relates to your State and region's occupational opportunities. [Sec. 122(c)(16)]*

Arizona seeks to target the expenditure of both federal and State funds to prepare students for career opportunities that are currently and projected to be employment opportunities within the State. Currently, CTE staff utilizes the Department of Economic Security Labor Market Data to establish the CTE programs that will be eligible for funding based on high-skill, high-wage and/or high-demand career opportunities (see appendix AD). This list of eligible programs is updated every two years to keep program offerings current with labor market demands. Furthermore, two programs were added in 2008 and others will be added every two years as they are identified.

10. *You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs [Sec. 122(c)(17)].*

In the effort to promote the efficient and effective use of funds, to share information and resources and to eliminate the duplication of services, CTE staff will maintain close communication and will work cooperatively with other federal education programs. This will include meeting with other federal education program units to jointly plan and coordinate programs and statewide initiatives. Currently, CTE shares a collaborative relationship with a variety of federal programs. Efforts will continue to expand and improve these relationships and develop new ones. Following are examples of some activities:

(i). Special Education, Academic Achievement and CTE work collaboratively to support teacher recruitment and retention through shared support of the Education Professions program and Future Educators Association (FEA) student organization;
(ii). Special Education, Academic Achievement and CTE communicate and collaborate regarding professional development activities, including the planning and delivery of statewide professional development conferences utilizing the National Staff Development standards;
(iii). Special Education, CTE staff and school district personnel continue to communicate and collaborate on issues related to special populations;
(iv). Coordination with the Academic Achievement unit continues efforts to effectively integrate academic standards into CTE program instruction;
(v). Career and Technical Education deputy associate superintendents attend regular staff meetings with deputy associate superintendents of other CTE federal education programs in an effort to coordinate and eliminate duplication with programs at ADE;
(vi). Adult Education and CTE share several planning and program initiatives.

11. *You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in Sec. 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts [Sec. 122(c)(20)].*

As described in the Arizona Strategic Two-Year State Workforce Investment Plan, in an effort to ensure coordination and non-duplication among programs, the Governor appointed the agency heads of the Arizona Department of Economic Security, the Arizona Department of Education and the Arizona Department of Commerce to serve on the Governor's Council of Workforce

Policy (GCWP). This representation has a major impact on the implementation of policy from the GCWP, as the majority of workforce investment and incentive programs are located within these three agencies. State Agency representation at the highest level was established to ensure that policies and procedures, particularly those affecting multiple agencies, could be discussed and resolved efficiently and effectively. The State superintendent of public instruction has designated the State CTE director of the CTE section to represent the ADE on the GCWP. The director's leadership facilitates a collaborative relationship between the CTE system in secondary schools and WIA Title IB programs. This collaboration will further reduce duplication of efforts and conserve limited resources for both programs. Career and Technical Education has a highly defined career pathway system identifying career opportunities, specifically for high demand occupational areas. Coordinating WIA Title IB and CTE resources can have a positive impact on reducing Arizona's dropout rate in the high school system and help ensure a ready supply of qualified young workers to meet the State's growing demand for a skilled workforce.

B. Other Department Requirements

1. *You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in Sec. 134(b) of the Act.*

See appendix S and T for copies of the current grant applications.

2. *You must provide a description of your State's governance structure for vocational and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.*

(i). Arizona Revised Statues(http://www.azleg.gov/ArizonaRevisedStatutes.asp) (ARS) Sec. 15-787.C and ARS Sec. 15-784.A, authorizes the State Board for Vocational and Technological Education as the agency eligible to submit the Arizona State Plan;

(ii). Under the provisions of ARS Sec. 15-784.A and D, the State Board for Vocational and Technological Education is the agency authorized to receive and distribute federal CTE funds under the provisions of the Perkins Act. There are approximately 100 eligible recipients at the secondary level and 10 at the postsecondary level;

(iii). Under provision of ARS Sec. 15-784.B., the state treasurer is the designated custodian for funds;

(iv). Under the provisions of ARS Sec. 15-251.5, the superintendent of public instruction is authorized to direct the work of ADE staff.

3. *You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.*

Community colleges in Arizona provide postsecondary CTE programs under the provisions of Perkins Act legislation. As providers of postsecondary programs, they are mandated to partner in the One-Stop Centers. Furthermore, the Workforce Investment Act strongly encourages that a representative of the local community college serve as a member on the local workforce board. In this capacity, community college representatives are involved in determining service providers and deciding upon programs to be made available to clients of the One-Stop Centers.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. *You must describe your program strategies for special populations listed in Sec. 3(29) of the Act, including a description of how individuals who are members of the special populations—*

The Career and Technical Education (CTE) staff at the Arizona Department of Education (ADE) will continue to promote effective program strategies for special populations as defined in the Perkins Act of 2006 Sec. 3(29): individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women; displaced homemakers and individuals with limited English proficiency.

Each Basic Grant Local Application contains assurances for funding eligibility that require districts to describe their program strategies for special populations. Annual local evaluation processes review development of all students including special populations. These evaluations also review how equal access and nondiscrimination are addressed and how appropriate supplemental support services are provided for special populations. Supplemental support services are the responsibility of the eligible recipient. The CTE State staff has the responsibility of providing technical assistance to district staff to fulfill these mandates. The Basic Grant Local Application requires districts to identify goals with measurable objectives and evaluation methods regarding achievements of special populations. Furthermore, each district's annual evaluation and monitoring vehicles include assessment and reporting of special populations' achievement through Performance Measures data. Data are analyzed on a state-level basis to evaluate services and outcomes for each category of special populations and to determine strategies for improvement when necessary. State Leadership and local funds will be used to provide professional development to help ensure effective outcomes with special populations. Leadership funds will be used to provide specific services regarding nontraditional populations.

Within the guidelines established under federal legislation regarding students' right to privacy, postsecondary recipients make concerted efforts to identify and assist students who belong to one or more special populations' categories. In some cases, students may self-identify as a member of one of these categories on the enrollment form. The postsecondary recipients generally have departments that are designed to support retention and completion of programs by special populations' students. Such support may be provided by the recipients' disability office, or it might involve "transition specialists," an adult re-entry program, or CTE-oriented advising and counseling.

Specific services include advising, counseling, tutoring, financial aid assistance, career exploration, accommodation and other appropriate services. In the coming years, postsecondary recipients will explore additional strategies for serving the needs of special populations in order to increase retention and program completion among these students. Business and industry collaboration to build career ladders, with appropriate exit points appropriate for the needs of individual students, may be included.

a) Will be provided with equal access to activities assisted under the Act.

All eligible recipients will ensure that individuals who are members of special populations have equal access to activities provided under the Perkins Act of 2006. The district is responsible for providing the appropriate accommodation and for continuous improvement in terms of the student's accomplishments. These accommodations could include services such as tutoring, teacher's aide, additional test time, financial assistance, sign language interpreter and other services as appropriate and necessary. These services may be funded through federal or other funding. The goal is to provide support services and other appropriate strategies and activities to enable special populations to meet or exceed State Adjusted Levels of Performance (SALP) and to prepare them for further learning and to support their participation in high-skill, high-wage or high-demand occupations. Additionally, other strategies will be examined for future utilization for improvement of outcomes for special populations. For example, Career and Technical Student Organization (CTSO) State specialists will assist local program teachers in identifying competitive events appropriate for the abilities of students who may have special needs. All students develop self-confidence and valuable social skills through participation in their CTSO that are transferable to real life and work situations.

Secondary services will be provided in conjunction with No Child Left Behind (NCLB) and Individuals with Disabilities Education Act (IDEA). Per each district's Perkins assurance, programs and activities must be provided for individuals with disabilities in the Least Restrictive Environment (LRE) in accordance with the Individual Education Plan (IEP) and IDEA and services must be provided to eligible students under Sec. 504 of the Rehabilitation Act of 1973. Professional development will continue to be provided to teachers so they can effectively provide assistance to special populations. Surveys of 1290 Arizona CTE students overwhelmingly credited interaction with quality teachers as the most important element leading to success in Programs of Study coupled with positive leadership experiences in a CTSO. These teachers were identified as being highly successful in helping all students identify ways to use their abilities to obtain high-paying jobs. Ongoing technical assistance will be provided by CTE State staff to each district to enable the highest level of student success. Services will continue to be improved to ensure that special populations and their parents are aware of the opportunities provided through CTE participation (see appendix M). Guidance counselors/advisors may be encouraged to request assistance from business and industry partners to build career paths for individual students with special needs that identify appropriate exit points. Business and industry partners are a valuable resource to update counselors/advisors on current employment requirements and opportunities. Awareness strategies will include additional activities with guidance counselors through written objectives in the Local Plan and Application.

Analysis of special populations' outcomes through Performance Measures data will indicate levels of success and need for improvement strategies. Several systems are in place and will continue to be available to accomplish these outcomes. First, per each district's Perkins assurances, accurate and timely data will be provided in order to evaluate progress in meeting the needs of special populations. Second, the State Methods of Administration (MOA) coordinator and team will conduct required Office for Civil Rights (OCR) compliance reviews of five sites per year to review accessibility, outcomes and determine recommendations for improvement for special populations. Finally, the Arizona system of Program Assessment Reviews (PAR) (see appendix AG) will review and analyze accessibility for special populations. Throughout the

process, CTE State staff will monitor and assist eligible recipients in implementing all special populations' assurances. Leadership funds will provide services and support to enhance access and success for non-traditional populations. As a result of the comprehensive analysis of special populations' outcomes and ongoing support to eligible recipients, special populations will have equal access to CTE programs.

In postsecondary institutions, equal access for special populations with disabilities will be accomplished through each college's accommodation policy as required by Title II Americans with Disabilities Act of 1990 (ADA). Students who self-report a disability may coordinate with the designated college ADA compliance administrator to determine available accommodations.

The State MOA coordinator and teams at the postsecondary level will conduct the federally required on-site OCR compliance reviews of one community college per biennial reporting period to review accessibility, outcomes and determine recommendations for improvement of services to special populations.

Postsecondary institutions regularly analyze data to determine accessibility and success of special populations and to recommend improvements where appropriate. In addition, various sources of financial scholarships are also made available to students with an economic disadvantage. In order to enhance communication and to promote access, accommodation strategies are described in postsecondary catalogs.

b) Will not be discriminated against on the basis of their status as members of special populations;

Secondary and postsecondary individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. As described in State Plan Sec. III, A, 1, a, all eligible recipients, in order to qualify for funding, agree to assurances of nondiscrimination of special populations.

Additionally, each eligible recipient must include in the Local Plan and Application measurable goals, objectives and evaluation methods to address the following special populations indicators:

(i). Overcoming barriers to access/success for special populations;
(ii). Enabling special populations to meet State Performance Measures;
(iii). Describing how special populations will not be discriminated against;
(iv). Preparing special populations for self-sufficiency;
(v). Preventing discrimination of special populations;
(vi). Using funds to promote preparation and program completion for nontraditional employment;
(vii). Providing career guidance and academic counseling.

The CTE State staff will review each Local Plan and Application and will provide technical assistance to eligible recipients to assist them in attaining these goals. In Arizona, the vast majority of special populations' students are mainstreamed into CTE programs. To assess the level of success, special populations' data will be reviewed and analyzed annually. The PAR and

OCR reviews (State Plan Sec. III, A, 1, a) will be scheduled as required and appropriate and will determine improvement strategies to address any needs that may have been identified. Ongoing efforts will be continued to create awareness with business and industry about the potential of CTE students, including special populations. Business and industry partners for various programs along with parents, counselors and advisors may be included in identifying career paths appropriate for individual needs of students. They may also work together to identify equipment modifications necessary for the success of special population students. Leadership funds will be used to support CTE professional development and activities and resources to increase enrollment and retention of nontraditional students.

At the postsecondary level, eligible recipients must also agree to assurances of nondiscrimination of special populations within State and federal guidelines. Such assurances are adopted as college policy by district governing boards, published in college catalogs, posted on college websites and in other college publications. Enrollment forms permit potential students to designate voluntarily if they need assistance while also assuring students of non-discrimination. Similar assurances and encouragement to seek assistance are incorporated in some course outlines provided by faculty to students. Furthermore, all colleges designate an individual or office to be responsible for ensuring institutional compliance with nondiscrimination policies and procedures. Also, college catalogues provide students information on how to request assistance.

c) Will be provided with programs designed to enable the special populations to meet or exceed State Adjusted Levels of Performance, and how you will prepare special populations for further learning and for high-skill, high-wage and/or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

Secondary and postsecondary individuals who are members of special populations will be provided with programs designed to enable them to meet or exceed SALP and to prepare them for further learning and for high-skill, high-wage and high-demand occupations. At the State level, efforts will continue to focus support and development on those areas of high-skill, high-wage or high-demand employment, including creation of a new category of “New and Emerging” programs such as those in engineering and biomedical occupations. Special populations will participate in these CTE offerings, as they do in all of Arizona’s CTE programs, with particular focus on inclusion of nontraditional students into new and emerging fields. The importance of student participation in CTSO leadership activities has been identified to promote acceptance of nontraditional gender roles (see appendix M).

To ensure that all students, including special populations, will meet or exceed State Performance Measures and will be prepared for further training, high-skill, high-wage and high-demand occupations, each eligible recipient must implement measurable objectives in the Local Plan and Application to ensure program quality and successful special populations’ outcomes. These quality indicators include (per Perkins Act of 2026 Sec. 134), but are not limited to, the following:

(i). Providing a coherent sequence of courses for each approved program;
(ii). Meeting State performance levels;
(iii). Providing at least one Program of Study;
(iv). Improving academic and technical skills;

(v). Providing understanding of and experience in all aspects of industry;
(vi). Teaching the same rigorous and challenging academic standards to CTE students as other students are taught. Encouraging CTE students to participate in rigorous academic courses;
(vii). Providing ongoing comprehensive professional development;
(viii). Involving stakeholders in development, implementation and evaluation of programs;
(ix). Providing programs of such size, scope and quality as to bring about improvement;
(x). Evaluating and continuously improving programs;
(xi). Identifying and adopting strategies to overcome barriers to access/success for special populations;
(xii). Enabling special populations to meet State performance levels;
(xiii). Providing activities to prepare special populations for high-skill, high-wage or high-demand occupations;
(xiv). Ensuring special populations will not experience discrimination within the educational system;
(xv). Using funding to promote preparation for employment in nontraditional occupations;
(xvi). Providing career guidance and academic counseling including linkages to future education and training opportunities;
(xvii). Improving recruitment, transition and retention of CTE teachers and counselors.

Additionally, CTSO opportunities will be encouraged and made available within the State CTE program areas. Business and industry partners will be involved in career planning for students. Leadership funds will support continuing workshops, online courses and other professional development opportunities that focus on gender equity and nontraditional recruitment and retention, particularly in continuing education and high-skill, high-wage or high-demand occupations. The CTE State staff will assist and monitor both secondary and postsecondary eligible recipients to provide strategies and assistance for program quality improvement and special populations' services. Enrollment, completion and placement rates will be analyzed and addressed to enable all students, including special populations to achieve access and success in programs preparing students for high-skill, high-wage or high-demand occupations. The performance levels for core indicators will be analyzed to determine whether special populations are meeting standards at the same rate or higher than other populations. Supplemental support services, such as learning accommodations, will be provided as well as other vehicles to enable special populations to achieve successful performance. Technical assistance and professional development will be provided to improve outcomes as necessary. Where appropriate, program improvement plans will be developed and implemented to increase the level of success of students including special populations. If levels do not improve, sanctions could occur.

A number of transition strategies will be implemented to assist special populations in meeting or exceeding State standards and in preparing for further learning. First, there will be increased collaboration at the State and local levels with NCLB and IDEA. Second, continued technical assistance and professional development will be implemented to address program quality and

special populations' issues. Third, there will be additional involvement of parents and other appropriate stakeholders in order to strengthen further academic and CTE skills at both secondary and postsecondary levels. Fourth, additional critical transition strategies will focus on enhancing linkages from secondary to postsecondary education through Tech Prep and other vehicles including Programs of Study. And finally, through development of statewide student identification systems, postsecondary students will be able to access appropriate and necessary supplemental support services more efficiently and effectively. Each of these strategies will result in improved outcomes for special population students transitioning from secondary to postsecondary CTE programs.

Postsecondary institutions will collaborate and share best practices for the identification of, and services to, special populations. Special population students may be apprised of availability of additional services through statements in each postsecondary catalog as well as in the student handbooks.

2. *You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs [Sec. 122 (c) (14)]—*

Students in alternative education programs in Arizona will be provided CTE services whereby their needs will be adequately addressed [Sec.122(c)(14)] by two primary strategies. School districts in Arizona can create alternative education programs within their own districts if they choose and several public charter schools have been created to provide alternative education programs for students. In either case, to ensure program quality, these alternative education programs must follow the same approval, certification and standards process for their CTE programs, as do CTE programs in the mainstream.

Approved programs in alternative education environments are eligible for Perkins funding and will serve students in the same manner as mainstreamed programs. All students will be served and will be provided access to services to help ensure the success of each student. Funds will be used in the same manner as mainstream programs in order to meet the needs of these students. For example, if a CTE student needs tutoring or specialized equipment because of a disability, funds may be used to provide such accommodations. Student accomplishments will be monitored through Performance Measures, State testing and of course classroom and other types of assessments.

Specific goals and measurable objective statements in each eligible recipient's Perkins application will address meeting the needs of special populations participating in these alternative education programs. These goals and objectives will be monitored by State staff to determine attainment through desk monitoring, reporting, site visits, a Program Assessment Review or other vehicles as needed. Improvement plans (and sanctions if necessary) will be developed with the assistance of State staff to meet the needs of each entity.

Postsecondary institutions do not use the classification of alternative education programs but do include a variety of delivery methods to meet the various needs of students. Such options include online courses, preparatory courses, non-credit occupational program training, adult basic education, English as a second language and others.

3. *You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and nontraditional fields. [Sec. 122I(18)]—*

Arizona CTE defines nontraditional training and employment as occupational training or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in the workforce. State staff used the new and expanded 2006 version of the "*Nontraditional Occupations and 2000 Classification of Instructional Programs Crosswalk"* provided by the Office of Vocational and Adult Education to identify CTE programs designated as nontraditional (see appendix R). The assigned designations will be used throughout the duration of Perkins IV.

See State Plan Sec. II, A, 2, h and State Plan Sec. III, A, 1, c for specific detail on how funds will be used to promote preparation for high-skill, high-wage or high-demand occupations and nontraditional fields [Sec. 122(c)(18)]. To summarize, labor market data determine the CTE programs which are eligible for funding, as well as the amount of State funding provided. That data consider skills required, wage earned and job demand in a ranking of program areas for Arizona's FY 2008 CTE Program List of approved CTE programs (see appendix P). Districts have more incentive to provide programs to support high-skill, high-wage or high demand occupations. Only those programs supported by this list will be supported by funding.

Regarding nontraditional populations, two "New and Emerging" program areas have been created where additional funding will be provided and the focus will be on recruiting and serving nontraditional populations in these two areas. These areas (biomedical and engineering) were chosen and developed because of their high-skill, high-wage or high-demand qualities and relevance for nontraditional populations.

Additionally, leadership funds are used to support technical assistance and professional development for nontraditional instruction and performance. The University of Arizona assists in overseeing these activities directed towards nontraditional instruction and performance and provides such services as continuing workshops, online courses and other professional development opportunities in order to increase enrollment and retention in CTE nontraditional courses, programs and careers, including those high-skill, high-wage or high-demand occupations. Each CTSO will encourage and promote nontraditional student participation in these programs through CTSO activities, classroom presentations, posters and other vehicles. Also, other community activities and groups collaborate in various ways to support nontraditional programs.

Each postsecondary institution addresses this requirement to meet the needs of their community. Community colleges also use the approved CTE program list to make appropriate funding choices to promote preparation for high-skill, high-wage or high-demand occupations and nontraditional fields through marketing tools such as: billboards and brochures; career counseling; non-remedial tutoring and transitional and re-entry services and programs.

4. *You must describe how funds will be used to serve individuals in State correctional institutions [Sec. 122(c)(19)].*

One percent of Arizona's Perkins funds is used to serve individuals in State correctional institutions [Sec. 122(c)(19)] through support of the Arizona Department of Juvenile Corrections

CTE programs. The agency supports Construction Technology, Culinary Arts, Information Technology, Graphics Communications, business and employability skills training and will implement a Fire Science program. Arizona's academic standards are integrated with CTE standards and all CTE instructors are CTE certified. In addition, the Construction Technology teacher is NCCER certified (a national industry recognized certification). The agency provides training to approximately 800 students per year. Performance outcomes are attached to funding (e.g., Equivalency Proficiency Credentials, General Education Diplomas, employment, return to secondary school or entry to postsecondary education).

5. *You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in Sec. 427(b) of the General Education Provisions Act as amended:*

Per Sec. 427(b) of the General Education Provisions Act as amended, each applicant for funds, including secondary and postsecondary, will ensure equitable access to and participation of special populations in CTE through a number of strategies, primarily involving the Local Plan and Application submitted for funding by each local entity. Each eligible recipient must assure equal access to and participation of special populations in CTE programs and related organizations in the application. Specific goals and measurable objectives (particularly goals six and seven) eliminating such barriers as gender and disability (as defined in the statute) must be addressed by each eligible recipient to qualify for funding (see appendix S and T).

Additionally, CTE programs must be reviewed periodically by the State MOA coordinator and team to determine compliance utilizing the "*Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs.*"

http://www.ed.gov/about/offices/list/ocr/docs/vocre.html;

Title VI 34 CFR Part 100 Civil Rights Act; Title IX 34 CFR Part 106 Education Amendments and Sec. 504 34 CFR Part 104 Rehabilitation Act. As approved by the federal office, data reflecting gender, race, national origin, color and disability for each eligible recipient are analyzed and reviewed biennially to determine the basis for site visits. As described in State Plan Sec. III, 3, leadership funding is provided for additional services to support nontraditional recruitment and retention in CTE throughout Arizona. Support services for special populations will be provided in conjunction with NCLB and IDEA.

Compliance with the assurance of equitable access to and participation in CTE for special populations is assessed through analysis of enrollment and other Performance Measures data and outcomes, monitoring, reporting, site visits, PAR and other vehicles as needed. Improvement plans (and sanctions if necessary) are developed with assistance of CTE section staff to meet the needs of each entity.

Community colleges in Arizona have an open access policy. They provide various services to support academic success of all students, including special populations.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. *You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)].*

The Career and Technical Education (CTE) staff at the Arizona Department of Education (ADE) collected input from eligible recipients in order to establish measurement definitions and approaches for core indicators of performance for secondary and postsecondary levels. Input was solicited from eligible recipients in a number of ways. Some of the procedures included the following:

(i) CTE State staff and secondary and postsecondary eligible recipients participated in numerous Data Quality Initiative Workshops over the past three years as well as the Next Steps Working Group (NSWG) conference calls sponsored by the Office of Vocational and Adult Education (OVAE). The primary benefit of participation was a mutual understanding of the importance of valid and reliable CTE data. The information collected at these meetings provided a foundation for discussion with the eligible recipients. Postsecondary eligible recipients were provided a voting matrix to vote for the options for measurement definitions and approaches for core indicators of performance. The results were taken to the Data Quality Initiative Workshops in 2006;

(ii) The Local CTE directors met on September 13, 2006 and received an overview of the 2006 Perkins Act. After the presentation, breakout groups of eligible recipients were held to provide an opportunity for more in-depth discussion of the Act and to discuss measurement definitions and approaches for the core indicators of performance;

(iii) Copies of the new Perkins Act were distributed to the Local CTE directors at the October 13, 2006 meeting. Discussion was conducted in regional breakout groups with the eligible recipients to expedite the understanding of accountability requirements (see appendix AA, AE and AF);

(iv) At the November 8, 2006 Local CTE Directors Meeting, local directors received information on Sec. 113 and Sec.123 (a) and (b). In addition, input on specific questions outlined in the State Plan Guide regarding measurement definitions and approaches for core indicators of performance was solicited from the eligible recipients and recorded (see Part C);

(v) In order to secure a more in-depth understanding regarding definitions and core indicators, a Transition Plan Work Group (TPWG) was established. This group of 20 secondary and postsecondary leaders from across the State participated in the Regional Workshop for Implementing Perkins IV on November 15-17, 2006 (see appendix B). As a result of these sessions, the TPWG recommended specific decisions to the State CTE Advisory Committee for the State Board of Education (see appendix I);

(vi) The Local CTE directors met on December 8, 2006 (see appendix A) to continue to provide additional input for the accountability requirements in the State Plan Guide. After the meeting, eligible recipients were encouraged to submit additional input by email;

(vii) The TPWG met on December 14 and 15, 2006 (see appendix C). The input provided from all prior discussions was reviewed and aligned to appropriate State Plan Guide components;

(viii) The TPWG met again on January 9 and 10, 2007 (see appendix C), to continue to provide input while awaiting further guidance from OVAE on the State Plan Guide;

(ix) The TPWG met again by telephone on March 22, 2007 to review the revised "participant" and "concentrator" definitions as well as formulas based on the March 13, 2007 Program Memorandum from OVAE;

(x) In addition, CTE State staff regularly meets and corresponds with representatives of the 10 community college districts (representing 20 community colleges) to dialog postsecondary definitions and approaches. Community college representatives consist of occupational deans, Perkins Grant managers, institutional researchers, workforce development managers and other administrative staff;

(xi) The Five-Year State Plan Work Group (SPWG) made up of additional stakeholder members met on November 1 and 2, 2007 (see appendix E). They reviewed the definitions and approaches identified in the Transition Plan and identified targets for all the additional performance indicators;

(xii) After additional clarification from OVAE, the SPWG met on December 18, 2007 to review and approve the revised definitions (see appendix E).

As outlined above, the CTE staff at the ADE received specific input from eligible secondary and postsecondary recipients for establishing definitions and approaches closely aligned with the core indicators identified in the Perkins Act. CTE staff decided not to add any additional indicators of performance to what is already indicated.

2. *You must describe the procedures you will use to obtain input from eligible recipients in establishing a State Adjusted Level of Performance for each of the core indicators of performance for Career and Technical Education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency [Sec. 122(c)(10)(A); Sec. 113(b)(3)(B)].*

In the fall of 2006, the TPWG examined existing and historical attainment of Performance Measures and participated in identifying proposed levels for each of the three required core indicators. Arizona chose to submit the levels identified in the Annual Measurable Objectives as required in No Child Left Behind. These were approved by OVAE on June 30, 2007.

In fall 2007, the SPWG examined existing and historical attainment of Performance Measures and participated in identifying proposed levels for each of the postsecondary core indicators (see appendix E). The proposed levels were approved by the SPWG on December 18, 2007 (see appendix E). Members of the State CTE Advisory Committee reviewed the targeted

levels and raised the performance targets for technical skill proficiency for both secondary and postsecondary on January 4, 2008 (see appendix J).

The 2007-2008 school year has been identified as a baseline year for all additional Performance Measures. Baseline information will not be available until summer 2008. Arizona may be requesting to re-negotiate the postsecondary Performance Measures upon the completion of data collection and analysis of baseline information in late summer 2008.

In order to establish a State Adjusted Level of Performance (SALP) for each of the additional performance indicators, the SPWG (see appendix E) reviewed past performance of similar definitions. Secondary recipients will submit data using new definitions in school year 2007-2008, as defined in State Plan Sec. IV, A, 3. Appendix Z outlines the specific timeframes that Arizona will follow throughout the duration of the Perkins Act.

The ADE will not be reporting any additional measures that are not required by OVAE. Under Perkins III, CTE State staff has reported a measure for Academic Attainment-Writing and has opted to establish the writing measure for Perkins IV. The secondary measure for Academic Attainment-Reading/Language Arts was redefined to include only Academic Attainment-Reading for the State of Arizona.

3. *You must identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for Career and Technical Education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable [Sec. 113(b)(2)(A)-(B)].*

The Arizona Department of Education (ADE) followed the non-regulatory guidance per the March 13, 2007 OVAE memorandum to develop definitions for secondary participants and Concentrators. ADE adapted the postsecondary Concentrator definition to require that at least 9 credits in an occupational area must be completed within a two year timeframe. The CTE State staff will address each of the core indicators by promoting common definitions and consistent operational Performance Measures. All measurement approaches will use consistent student assessment and data collection. Continuous improvement approaches, including setting and adjusting performance targets and establishing continuous improvement methods, will be an integral component in program evaluation. The SPWG was formed to define a “participant” and “concentrator” and to determine measurement definitions and approaches. This group reviewed all input to date and proposed efficacious and result-driven definitions. Definitions were aligned with OVAE guidance. On December 18, 2007, the SPWG approved final definitions and approaches for each of the core indicators of performance (see appendix E).

The CTE State staff will assume full responsibility for ensuring that local secondary data is valid and reliable. This will occur mainly through annual targeted Data Quality Reviews and Program Assessment Reviews (see appendix AG). In addition, proactive technical assistance will be provided throughout the year.

A system of Performance Measures for the core indicators will be implemented to improve the performance of CTE students. Performance Measure data will be collected for submission to OVAE with the results-driven goal of rigor and relevance.

At the secondary level, Arizona will address the expectation for valid and reliable performance measures and definitions for each of the core indicators:

(i). All measurable outcomes will be based on the uniform definition of Concentrator as defined in this Plan. Consistent use of the definition by all schools will be monitored by State staff through targeted data quality reviews and the Program Assessment Reviews. Corrections will be made in data as necessary;

(ii). For the duration of the plan, ADE CTE will use reading and math data from the Arizona's Instrument to Measure Standards (AIMS) assessment for all secondary CTE Concentrators. Electronic match using Student Accountability Information System (SAIS) numbers at the State office will ensure valid data for both reading and math attainment measures (1S1 and 1S2);

(iii). Arizona is transitioning to a valid and reliable assessment system for technical skill proficiency (2S1). Secondary Technical Skill Attainment definition requires that CTE Concentrators must complete the state-designated sequence of instruction as well as the non-regulatory guidance requirement for passing a technical skill assessment. The ADE and Arizona State University (ASU) are developing standardized assessments that contain criterion-referenced and written performance items aligned with CTE industry validated standards for every CTE program in the state. Assessments will be developed as item banks to be used throughout the state. ASU will house the CTE Assessment Center and partner with VTECS and ADE in the development of item banks, performance assessments, and all processes including immediate electronic scoring. The assessment system will be an online system generating reports for all users of the system. The reports will be sent to the State office and will be matched electronically;

(iv). SAIS numbers will also be used to identify all Concentrators who are high school graduates or complete a GED (3S1 and 4S1);

(v). Following OVAE guidance, placement data will be collected from October to December for the graduates from the previous school year (5S1). Students will self identify their placement in postsecondary education, military service or employment on the survey. The State CTE Advisory Committee has recommended valid and reliable approaches to collecting placement data. State staff is exploring electronic data match using SAIS numbers for students enrolled in postsecondary institutions in Arizona;

(vi). Arizona is using 2006 OVAE information to identify nontraditional programs for 6S1 and 6S2 (See appendix R). This list will ensure accurate identification of nontraditional programs throughout Perkins IV. Arizona's definition of program participation deviates slightly from the non-regulatory guidance definition by identifying students enrolled in a program instead of participating in a program. The nontraditional program completion definition for secondary students is an enhanced version of the non-regulatory guidance definition. In Arizona,

nontraditional students must complete the state designated sequence of instruction and pass a technical assessment.

In summary, Arizona is prepared to implement valid and reliable definitions and approaches at the secondary level.

At the postsecondary level, the Arizona Community College system consists of ten (10) independent community college districts. At this time, a State community college board does not exist and each district maintains its own governing board. This has allowed each district to establish and implement reporting systems that are unique to their region and individual needs. While there is some consistency in reporting Perkins information to the ADE, all eligible recipients agree that additional effort is needed to ensure accurate and reliable data reporting. To this end, representatives from each community college are working collaboratively to improve existing reporting protocols.

Currently, each community college reporting system collects and reports student enrollment within the community college system and tracks transition into other State two-year or four-year institutions, military and the workforce. Each institution also collects special population data for participation and completion of occupational programs at their institution. This information is aggregated at the community college level and submitted to the CTE section at the ADE. The section is investigating methods to collect and process the raw data from the community colleges in order to ensure consistent and reliable reporting methods for each indicator:

(i). Technical Skill Attainment will be determined by the number of students successfully passing a national or State end-of-program assessment that is based on industry-recognized standards and scored by appropriate credentialing agencies or the Arizona Skills Standard Assessment System. State or national assessments will be used to report student performance pending availability of the results. Assessments will be administered to all Concentrators who have completed the course taking requirements for the program. Community Colleges are endeavoring to increase their access to credentials and certification results.

(ii). Concentrators who have successfully completed the minimum number of credits required for a program area and received a degree, certificate, or industry-recognized credential will be reported for 2P1. This information will be reported by the local eligible recipient and may be sent to the State as individual student data or aggregated data as required by the State. Each State approved occupational program that receives Perkins funds will be required to report completion rates of all CTE students within the program. Completion of the program will be based on clear and consistent course sequence and stopping requirements provided by the community college to the State. Each program clearly defines academic and occupational content and performance standards that are aligned with industry validated skill standards.

(iii). Student retention or transfer measurement will be reported using State and local administrative data. The current option for the community colleges consists of data exchange with Arizona State System for Information on Student Transfer (ASSIST). The ASSIST system contains information on students who have

transferred between Arizona's two-year and four-year public postsecondary institutions. The CTE section of the ADE is also exploring options to utilize federal database programs to identify all CTE students who transfer to private or out-of-state institutions. The students to be included in this measure are:

- Those students who did not achieve a credential, certificate or degree and returned to their original postsecondary institution or transferred to another two-year or four-year postsecondary institution the Fall semester immediately following the previous school year;
- Those students who completed a degree per 2P1 measure – credential, certificate or degree and continued on to a four-year university;
- Those students who completed a certificate per 2P1 and returned to a two-year postsecondary institution or transferred to a different two-year or four-year postsecondary institution;

(iv). Community colleges currently use placement survey contact methods and administrative record match from the Arizona Department of Economic Security to gather information regarding all CTE Concentrators as they transition to employment, apprenticeship and military service. The State CTE Advisory Committee has recommended implementing valid and reliable approaches to colleting placement data. State staff is exploring options to utilize federal database programs (e.g., FEDES, National Student Clearinghouse, DES, etc.) to provide a State solution in identifying those students who pursue employment opportunities within the military and private sectors after leaving postsecondary education;

(v). Community colleges will use administrative data to evaluate participation in and completion of nontraditional programs. Arizona has used the information from Nontraditional Occupations for Females/Males from the 2006 BLS data, prepared by the National Alliance for Partnerships in Equity to identify programs as nontraditional (see appendix R). All CTE Concentrators participating in an approved nontraditional program will be included in the reporting. Each community college will be required to have at least one nontraditional approved program.

4. *You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements [Sec. 113(b)(F)].*

The CTE State staff will use data gathered by other State and federal programs to calculate some of the secondary Performance Measures. The Arizona Department of Education Research and Evaluation section will provide data to CTE State staff in order to match AIMS test scores for use in Performance Measure 1S1: Academic Attainment-Reading and 1S2: Academic Attainment-Mathematics. They will also provide the electronic data match for the NCLB high school graduate data match. The Adult Education section will provide CTE State staff with the General Equivalency Diploma (GED) file to match for CTE secondary Concentrators.

CTE State staff is exploring electronic data matching by investigating access to FEDES, UI information and the National Student Clearinghouse to carry out the calculation of 4P1: Student Placement.

CTE State staff is investigating the possibility of collaborating with the Arizona Community College Association (ACCA) to share data that community colleges currently report to ACCA. This data would provide additional information for 2P1: Credential, Certificate or Diploma and 3P1: Student Retention or Transfer.

5. *On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State Plan (July 1, 2007–June 30, 2008 and July 1, 2008–June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year Transition Plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students [Sec. 113(b)(3)(A)(i)].*

To ensure that the performance of CTE students improves, as stated in the June 6, 2007 non-regulatory guidance memorandum, the targeted performance levels are projected to increase (see State Plan Part C II). All core indicator performance levels are objective, quantifiable and measurable and are expressed as percentages.

6. *You must describe your process for reaching agreement on Local Adjusted Levels Performance if an eligible recipient does not accept the State adjusted levels of performance under Sec. 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of Career and Technical Education students [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)].*

The process for reaching agreement on Local Adjusted Levels of Performance (LALP) is outlined in the Initial Two-Year Performance Levels Agreement Process (see appendix AA). After the CTE State staff receives approval for the SALP, the eligible recipients will be notified in a timely manner. The eligible recipients may accept or reject the SALP.

The process developed by the CTE staff of the ADE will allow secondary and postsecondary recipients the opportunity to request negotiation of LALP if they reject the SALP (see appendix AB). In this event, CTE State staff will compare the requested local level of performance with other eligible recipients with comparable demographics. Factors that will be taken into consideration will include historical performance levels attained by the eligible recipient and the ability of the State to meet the SALP.

District administrators or authorized postsecondary designees will submit a completed Request for LALP form (see appendix AC). This will be done within a specified timeframe and the following information will be included:

(i). Secondary or postsecondary district identifier
  district name
  district CTD number
(ii). Contact information

CTE administrator
phone number
email address

(iii). Request reason/ background
Performance Measure
program name
program CIP number
current Performance Measure level
proposed LALP

(iv). Justification/rationale
explanation of why the request should be granted
description of circumstances leading to low performance

(v). Superintendent signature/authorized secondary/postsecondary designee

Administrators will submit evidence that the issues identified in the request directly result in the local eligible recipient's inability to meet SALP. Evidence of the contributing factors must be presented at the time of the request. Failure to provide such evidence will result in an automatic denial of the request. The LALP Hearing Committee, made up of administrators and other interested parties, will review the information and submit a recommendation to the State CTE director. The eligible recipient will have the opportunity to appeal the decision. An appeal process will be developed for use by the eligible recipients.

If an eligible recipient is awarded a negotiated LALP, they will be monitored to ensure ongoing improvement during the funded year. In addition to being monitored, the eligible recipient will be placed on a result-oriented action plan with the expectation that certain measurable goals will be attained. This will ensure continuous improvement in program quality, as well as ensuring that the State meets its level of performance expectations.

Secondary recipients exceeding the SALP will be identified and promoted. Processes and plans will be developed for State recognition programs.

In order to ensure that the established performance levels will require the eligible recipient to make constant progress toward improving the performance of CTE students, each eligible recipient will agree to an accountability assurance and a goal statement in the Local Plan and Application in order to be eligible for funding. In addition, each eligible recipient must address goals in the Basic Grant Application that focus on continuous improvement.

Finally, during the negotiation process, each eligible recipient will assure continuous progress towards improving the performance of CTE students.

7. *You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its Local Adjusted Levels of Performance if unanticipated circumstances arise with respect to an eligible recipient [Sec. 113(b)(4)(A)(vi)].*

Eligible recipients may request a modification to a SALP for an existing LALP due to unanticipated circumstances beyond the control of the district. If an unanticipated circumstance has an impact on the previously negotiated LALP, district administration will submit a request

for negotiating an adjusted LALP. The request will include all relevant and compelling evidence. These requests will be submitted to the LALP Hearing Committee for a recommendation that will then be submitted to the State CTE director. An appeal process will be developed for use by the eligible recipients.

8. *You must describe how you will report data relating to students participating in Career and Technical Education programs in order to adequately measure the progress of the students, including special populations and students participating in Tech Prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable [Sec. 122c)(13); Sec. 205].*

To implement measures that are valid and reliable and reflect high standards and real improvements in performance as outlined in the June 6, 2007 non-regulatory guidance memorandum, the following approaches will be implemented:

(i). Provide training and technical assistance for the end-users;
(ii). Provide online Performance Measures reports for secondary eligible recipients to use to review data and to ensure accuracy;
(iii). Conduct Program Assessment Reviews (PAR) for secondary CTE programs. During the review, student transcripts may be examined. In addition, special population student documentation will be reviewed to ensure that students are receiving the services necessary for success in the course. The CTE State staff will continue to inspect standards tracking records until technical assessments/industry assessments for all programs are fully implemented;
(iv). Review student placement surveys to determine reliability of the actual placement until the electronic data match is implemented;
(v). Utilize electronic results for online technical assessments for all secondary Concentrators;
(vi). Use data matching for AIMS and graduation results from the Research and Evaluation section at ADE;
(vii). Match secondary concentrator files with GED results at the Adult Education section at ADE;
(viii). Implement the postsecondary approaches that have been identified in State Plan Sec. IV, 3;
(ix). Use accurate and reliable data in preparing the Consolidated Annual Report for the OVAE;
(x). Report, analyze and verify special populations' data, as a sub-set of all CTE data, in the same manner as all CTE data;
(xi). Collect Tech Prep data in conjunction with the systems developed for secondary and postsecondary.

9. *You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in Secs. 113(b) and 203(e) of the Act [Sec. 204(e)(1)].*

The CTE State staff will present SALP for each performance indicator to all eligible recipients after the Final Agreed-Upon Performance Level (FAUPL) is completed with OVAE.

Eligible recipients will use procedures outlined in State Plan Sec. IV, A, 6 to negotiate LALP as necessary. Each of the Tech Prep consortia directors will negotiate both sets of performance indicators with the State staff. The process of entering into an agreement on the level of performance will be identical for the Tech Prep consortia as it is for the local districts in the State.

10. You must describe how you will annually evaluate the effectiveness of Career and Technical Education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure non-duplication [Sec. 122(c)(8)].

The ADE will annually evaluate CTE program effectiveness using easily accessible performance on core indicator data reports. Specific strategies include:

(i). Using Performance Measures to determine program quality, outcomes and direction for improvement;
(ii). Utilizing results of the secondary Program Assessment Reviews to determine strengths and weaknesses and indicate improvement strategies;
(iii). Designing appropriate training utilizing each districts annual local evaluation;
(iv). Reviewing program services for size, scope and quality to bring about program improvement;
(v). Reviewing each Local Plan and Application to determine and direct appropriateness of expenditures and improvement strategies;
(vi). Performing on-site and desk monitoring;
(vii). Conducting on-site visits and technical assistance by staff;
(viii). Evaluating progress of districts that did not meet 90 percent of their performance level during the timeframe that they were on an improvement plan.

Secondary eligible recipient data will be aggregated for each of the core indicators. Eligible recipients will be held accountable for the performance levels for each of the core indicators and will be placed on an Improvement Plan if they fail to achieve 90 percent of the SALP or the agreed upon Local Level of Performance.

Annually, local secondary and postsecondary district staff receive program Performance Measures data reports from CTE State staff. This data will be used by eligible recipients to conduct a self-assessment and annual evaluation. Process steps include the following:

(ix). Secondary and postsecondary districts will assemble a local program team(s). Team members will represent groups responsible for implementing CTE efforts and those who have an investment or stake in the program's performance. Each team may include members from the following groups as practicable: Parents, students; academic teachers; CTE teachers; faculty; administrators; career guidance and academic counselors; representatives of Tech Prep consortia; representatives of the Governor's Council for Workforce Policy (GCWP); representatives of business and industry; labor organizations; representatives of special populations; postsecondary representatives and any other interested individuals;

(x). District team(s) will select a measurement instrument. Instruments are available on the ADE website for secondary evaluation. Local district instruments may also be used;

(xi). Each team(s) will use the evaluation results to create a plan using evidence-based strategies that are known to improve performance. Also, the team(s) will be encouraged to set performance targets and specific goals for program improvement;

(xii). Records will be kept to document the local program evaluation team(s) efforts. These records may include, but are not limited to, the following: attendees; agendas; minutes of meetings; outcomes; recommendations or action plans.

Annually, the ADE updates the "*Secondary Guidelines for Performance Measures and Program Evaluation*" document and distributes it to eligible recipients (see appendix AN). This document provides guidance for understanding Performance Measures, submission of Performance Measure data to ADE, using Performance Measures reports, interpretation of program status, improving program performance and monitoring performance. Sec. V in the document has specific instruction for performing a Program Evaluation, but allows flexibility in choosing the evaluation method.

Community college districts use data from their individual Performance Measures to determine program focus for the use of their Perkins funds. Since each geographic area in Arizona has different workforce needs, the community colleges are able to adjust their programs to meet those needs.

To the extent possible, secondary and postsecondary will identify and align efforts with existing federal programs to ensure non-duplication of efforts. Coordinating these efforts is sometimes not feasible because the type of data collected for one program might be vastly different from data for another program. However, Arizona is coordinating secondary academic attainment with NCLB. At the postsecondary level, placement data is coordinated through the Arizona Department of Economic Security.

B. Other Department Requirements

1. *Except as noted above with respect the States submitting One-Year Transition Plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under Sec. 113(c)(1)-(2), including:*

   a) *The student definitions that you will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;*

      Arizona student definitions are aligned with student definitions provided by the non-regulatory guidelines March 13, 2007 memorandum are stated in Part C: Accountability Forms.

   b) *Baseline data for the core indicators of performance under Sec. 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data;*

Baseline data for the core indicators of performance are in Part C: Accountability Forms.

c) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs and targets for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.

Proposed performance levels can be found in Part C: Accountability Forms.

2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments, and the State's Plan for increasing the coverage of programs and students reported in future program years.

Under Perkins III, secondary technical skill proficiency was assessed by teachers using standard competency tracking tools to measure attainment in CTE program areas. A limited number of CTE Concentrators were taking State licensing exams (i.e., health occupation areas) or industry developed exams, but Arizona did not collect results on either type of assessment.

In preparation for increased accountability in federal and State reporting requirements, Arizona is implementing the Arizona Skill Standards Assessment System (see appendix AH and AI) in partnership with Arizona State University Workforce Education and Development office and Vocational Technical Education Consortium of States (VTECS). The assessment system is a Web-based tool that will allow students to take assessments quickly and easily and provide immediate feedback to teachers and administrators about the results of the assessment. The primary focus of the system is to certify and document student skill attainment of industry-validated technical knowledge and skills through online end-of-program assessments. The Assessment System will serve students in:

(i). WIA One Stop Centers
(ii). Comprehensive High Schools
(iii). Joint Technological Education Districts
(iv). Postsecondary Education (where there are no existing assessments)

Arizona Skill Standards Assessment System requires leadership at all levels. Each level plays a vital role in the system. The newly created Arizona Skills Standards Commission consists of business and industry partners who will preside over the standards and assessment process. These major chief executive officers and vice presidents will provide leadership for "value added" recognition of certificates obtained by successfully completing the online assessments. The Commission will be instrumental in reviewing, revising or developing CTE program standards and assessments that are in alignment with appropriate industry validated requirements.

The major function of the Stakeholders' Committee will be to ensure the usability of the system. Membership will be made up of the following users of the system:

(v). JTED superintendents
(vi). Local CTE directors
(vii). Teacher representatives from major program areas
(viii). Postsecondary deans
(ix). One-Stop and DES representatives from the WIA system

Arizona intends to require secondary Concentrators who have completed the State-designated sequence of instruction in a CTE Program to take the online assessment as part of their course requirement. Since this is a new concept for teachers and students, Arizona expects to begin in 2008-2009 with 60 percent of the CTE Concentrators participating in the online assessment for identified programs. Arizona intends to increase this percentage annually.

The chart on the following pages provides the current list of CTE programs and Arizona's plan to adapt, adopt or develop annually technical skill proficiency assessments for all secondary CTE programs during the duration of Perkins IV through 2012-2013. Arizona CTE will implement valid and reliable measures as defined by OVAE by using:

(x). State-developed exam(s) tied to industry standards using Arizona Skill Standards Assessment System
(xi). State credentialing or licensing exam(s)
(xii). National industry-developed exam(s) for occupational specialties

Proposed Implementation Plan for Secondary
Technical Skills Assessment

CIP	CTE Programs/Options	Technical Skills Assessment Implementation	Percentage of Students Assessed
		Gold Standard	Gold Standard
01.0100	Agricultural Business Management - Agriscience		
	Food Products and Processing Systems	2012-13	65%
	Plant Systems	2012-13	65%
	Animal Systems	2012-13	65%
	Natural Renewable Resources Systems	2012-13	65%
	Power, Structural and Technical Systems	2012-13	65%
	Agribusiness Systems	2012-13	65%
	Environmental Service Systems	2012-13	65%
10.0200	Audiovisual Technology		
	Electronic Journalism	2012-13	65%
	Interactive Digital Media	2012-13	65%
	Audio/Radio Technologies	2012-13	65%
10.0300	Graphic Communications		
	Graphic Arts	2012-13	65%
	Graphic Design	2012-13	65%
	Photo Imaging	2012-13	65%
12.0400	Cosmetology	2012-13	65%
12.0500	Culinary Arts	2008-09	60%
13.1200	Education and Training: Education Professions	2012-13	65%
13.1210	Education and Training: Early Childhood Education	2012-13	65%
15.0000	Engineering Sciences		
	Option TBD	2012-13	65%
	Option TBD	2012-13	65%
15.0300	Electronic Technology	2012-13	65%
15.0600	Industrial Manufacturing		
	Metals Manufacturing	2012-13	65%
	Plastics Manufacturing	2012-13	65%
	Production Technology	2012-13	65%
15.1200	Information Technology		
	Computer Maintenance	2012-13	65%
	Network Technology	2012-13	65%
	Software Development	2012-13	65%
	Web Page Development	2012-13	65%
15.1300	Drafting and Design Technology		
	Architectural Drafting	2012-13	65%
	Civil Drafting	2012-13	65%
	Electronic Drafting	2012-13	65%
	Mechanical Drafting	2012-13	65%
43.0100	Law, Public Safety and Security	2012-13	65%
43.0200	Fire Science	2012-13	65%

46.0200	Carpentry Technologies		
	Carpentry	2012-13	65%
	Cabinetmaking	2012-13	65%
46.0300	Electrical and Power Transmission Technology		
	Residential Electrician	2012-13	65%
	Industrial Electrician	2012-13	65%
46.0400	Construction Technologies	2012-13	65%
46.0500	Plumbing Services	2012-13	65%
47.0100	Telecommunications Maintenance and Installers	2012-13	65%
47.0200	Heating/Air Conditioning Maintenance	2012-13	65%
47.0600	Automotive Technologies		
	Automotive Technology	2008-09	60%
	Automotive Collision Repair	2008-09	65%
	Diesel Engine Repair	2008-09	65%
	Aircraft Mechanics	2008-09	65%
48.0500	Welding Technology	2012-13	65%
49.0200	Heavy Equipment Operations	2012-13	65%
50.0100	Performing Arts	2012-13	65%
51.0600	Dental Assisting	2008-09	60%
51.0800	Allied Health Services		
	Pharmacy Support Services	2008-09	60%
	Laboratory Assisting	2008-09	60%
	Medical Imaging Support Services	2008-09	60%
	Sports Medicine and Rehabilitation Services	2008-09	60%
	Medical Assisting Services	2008-09	60%
51.0900	Diagnostic and Intervention Technologies		
	Respiratory Therapy Technician	2008-09	60%
	Emergency Medical Paramedics	2008-09	60%
	Surgical Technician	2008-09	60%
51.1000	Biomedical Health Technologies	2012-13	65%
51.1500	Mental and Social Health Services	2012-13	65%
51.1600	Nursing Services	2008-09	60%
51.3500	Therapeutic Massage	2008-09	60%
52.0200	Business Management and Administrative Services	2008-09	60%
52.0300	Accounting and Related Services	2008-09	60%
52.0800	Financial Services	2008-09	60%
52.0900	Hospitality Management	2012-13	65%
52.1800	Marketing, Management and Entrepreneurship		
	Professional Sales and Marketing	2012-13	65%
	E-Commerce	2012-13	65%
	Entertainment Marketing	2012-13	65%
	Entrepreneurship	2012-13	65%
	Advertising	2012-13	65%
52.1900	Design and Merchandising		
	Fashion Design and Merchandising	2012-13	65%
	Interior Design and Merchandising	2012-13	65%

At the postsecondary level, Arizona CTE has been actively involved in working with the community college districts to gather information on the various assessments and availability of results. The community colleges work closely with local industry leaders to evaluate program goals and objectives within their specific geographic areas. National assessments are being reviewed to determine appropriateness for industry needs.

The following strategies will be used to improve reporting of CTE postsecondary assessment indicators:

(xiii). During FY2007-08 continue to collect assessment information from the community colleges and analyze information for commonalities across institutions;

(xiv). Work with the community colleges to identify those assessments that are similar and can be agreed upon as the one statewide assessment to be used, when appropriate;

(xv). Implement State-developed exam(s) tied to industry standards using Arizona Skill Standards Assessment System; State credentialing or licensing exam; or National industry-developed exam for occupational specialty.

V. TECH PREP PROGRAMS

A. Statutory Requirements

1. *You must describe the competitive basis or formula you will use to award grants to Tech-prep consortia [Sec. 203(a)(1)].*

The Career and Technical Education (CTE) section of the Arizona Department of Education (ADE) will carry out Tech Prep programs through consortia composed of secondary and postsecondary participants. Arizona Tech Prep consortia will be funded on a formula basis. Recommendations regarding this process were established from input gathered during statewide CTE State Plan Dialog Meetings in addition to input collected from the State Plan Work Group (SPWG). Funding will be available to each of the established consortia members. Factors affecting the funding formula may be based on the following:

(i). Number of articulated programs as identified in the Perkins Act;
(ii). Number of approved CTE sites with articulated agreements;
(iii). Secondary Tech Prep enrollment by consortium;
(iv). Secondary Tech Prep Concentrators that have transitioned to postsecondary education;
(v). Postsecondary Tech Prep enrollment;
(vi). Number of secondary and postsecondary Performance Measures achieved;
(vii). Other factors as determined according to data collected during the time of the Plan.

A consortium will be identified as a single college/local education agency or county educational agency, in partnership with a single name, with one of the members acting as a fiscal agent and establishing a central governance structure as described in the Tech Prep governance structure included in the Tech Prep Application (see appendix U). Institutions that desire to participate in a consortium will be required to execute an Intergovernmental Agreement or similar document that is approved annually by the consortium. Each consortium will be required to have articulation agreements to receive funding.

Tech Prep grants will be evaluated according to the two State priorities:

(viii). Articulation including credit
(ix). Programs of Study including credit

State staff will identify policy barriers affecting Programs of Study, articulations, dual/concurrent enrollment and other priorities as determined during the Plan and seek viable solutions. After the top priorities have been met, additional grant components may include the following based on needs as determined annually by State staff.

(x). Professional development
(xi). Technology needs
(xii). Partnerships
(xiii). Work-based learning opportunities

(xiv). Assessments
(xv). Communication/education/recruitment
(xvi). Access and equality for special populations/equity/nontraditional careers
(xvii). Counseling/guidance
(xviii). Evaluation

2. *You must describe how you will give special consideration to applications that address the areas identified in Sec. 204(d) of the Act [Sec. 204(d)(1)-(6)].*

All activities identified in this section will be addressed in the annual Tech Prep Grant RFP and grant approval process. Each of the six areas, as described below, is addressed within the components section of the RFP and grant application identified in the law [Sec. 204(d)(1)-(6)].

All areas have also been identified in the evaluation process that each consortium applicant will need to complete to help determine goals and objectives that deal with items that need improvement within the consortium. In applying for funds, each consortium will submit a Five-Year Plan for the development and implementation of Tech Prep programs under this Title. The Plan will be reviewed and renewed annually in order to keep the Plan up to date.

Special consideration, either in funding or for grant approval as appropriate, may be given to applications that meet the following criteria:

(i). Provide for effective employment placement activities or the transfer of students to baccalaureate degree programs;
(ii). Develop a plan in consultation with business, industry, institutions of higher education and labor organizations;
(iii). Address the issues of school dropout prevention and re-entry and the needs of special populations;
(iv). Provide education and training in areas or skills, including emerging technology, in which a significant workforce shortage exists based on the data provided by the eligible entity in the State under Sec. 118;
(v). Demonstrate how Tech Prep programs will help students meet high academic and employability competencies;
(vi). Demonstrate success in, or provide assurances of, coordination and integration with eligible recipients described in Title I of Part C.

Priority goals identified in the Application will focus on articulation with credit and Programs of Study with credit. Specific data will be collected dealing with each of these goals.

3. *You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants [Sec. 204(f)].*

Funds will be equitably distributed among rural and urban participants through the funding formula. Consideration will also be given to the specific activities proposed by the consortium, number of participating colleges, districts and students served. All geographic areas including urban and rural populations will be represented by a consortium.

A minimum award, as determined by State staff, will be awarded to each consortium in order to give special consideration to rural areas. The minimum award will be adequate to operate a Tech Prep consortium successfully as determined by State staff. The minimum base funding will be available to all consortia regardless of the amount calculated by the State designated formula. In this manner the rural consortia will be given adequate funding to accomplish stated goals.

4. You must describe how your agency will ensure that each funded Tech Prep program—

a) Is carried out under an articulation agreement between the participants in the consortium, as defined in Sec. 3(4) of the Act;

All Tech Prep consortia will be required to address each of the items listed in the Act [Sec. 3 (4)] through the components in the Grant Application. Tech Prep programs will be carried out through a consortium composed of secondary and postsecondary participants. A consortium will be identified as a single college/local education agency in partnership with a single name acting as a fiscal agent and establishing a central governance structure. Institutions that desire to participate in a consortium will be required to execute an Intergovernmental Agreement or similar document that is approved annually (see appendix U). Each consortium will be required to have articulation agreements to receive funding. All articulation agreements shall have:

(i). Written documents;
(ii). Annual approval by the State through the use of the approved State Tech Prep articulation agreement template;
(iii). Signatures of both secondary and postsecondary (community college) program administrators;
(iv). Involvement of baccalaureate degree granting institutions if possible and practicable.

Tech Prep programs will be modeled after the State format for Programs of Study and consist of at least two years of secondary school preceding graduation and two or more years of postsecondary education with a common core of required proficiencies in mathematics, science, reading, writing and communications designed to lead to an associate degree or two-year certificate in a specific career field. Consortia will follow the ADE CTE standards identified for each secondary program. The two years of postsecondary education will continue to build upon secondary course and content structure. Articulation agreements will include the necessary common core academic and technology skills that lead to an associate degree or two-year certificate.

Articulated programs will be non-duplicating in nature, connect to work-based learning activities and utilize Programs of Study. Each consortium will be required to have articulation agreements to receive funding.

b) Consists of a program of study that meets the requirements of Sec. 203(c)(2)(A)-(G) of the Act.

As Stated in State Plan Sec. V, A, 4, a, Tech Prep programs will consist of at least two years of secondary school preceding graduation and two or more years of postsecondary education, with a common core of required proficiencies in mathematics, science, reading, writing and communications designed to lead to an associate degree or two-year certificate in a specific

career field. Consortia will follow ADE CTE standards identified for each secondary program. The two years of postsecondary education will continue to build upon secondary course and content structure. Articulation agreements will include the necessary common core academic and technology skills that lead to an associate degree or certificate.

Articulated programs will be connected to work-based learning activities, use Programs of Study and not duplicate each other. Programs of Study shall be consistent for both Tech Prep and Perkins Title I.

c) Includes the development of Tech Prep programs for secondary and postsecondary education that meet the requirements of Sec. 203(c)(3)(A)-(D) of the Act.

All Tech Prep programs will meet the following requirements:

(i). Meet State academic standards;
(ii). Link secondary and postsecondary institutions and four-year higher education institutions;
(iii). Have a non-duplicating sequences of courses in the career field;
(iv). Use articulation agreements and coordinate with other State level activities to reduce duplication;
(v). Create opportunities for Tech Prep secondary education students to participate in either dual or concurrent enrollment;
(vi). Use work-based or worksite learning opportunities where available and appropriate;
(vii). Work with guidance counselors on implementation of career plans in all Programs of Study;
(viii). Use educational technology and distance learning when available and appropriate;
(ix). Support training or staff development opportunities for the use of educational technology tools and distance learning;
(x). Support training for counselors and CTE teachers on the extensive use by students of electronic career and educational tools (e.g. AzCIS, Bridges, Kuders, Career Cruising).

d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of Sec. 203(c)(4)(A)-(F) of the Act.

State staff, in cooperation with postsecondary partners and the Tech Prep consortia will conduct extensive in-service training for teachers, faculty and administrators. In-service instruction will continue to involve the participation of secondary and postsecondary teachers, faculty and administrators in Tech Prep consortia workshops, institutes and various other activities. Training for teachers may include the following:

(i). In-service designed for CTE teachers, faculty and administrators to effectively implement Tech Prep programs within their consortium;
(ii). Joint training for teachers, faculty and administrators in the Tech Prep consortium;

(iii). In-service designed to ensure that teachers, faculty and administrators stay current with the needs, expectations and methods of business and all aspects of an industry;
(iv). Use of contextual and applied curricula, instruction and assessment;
(v). Accessing and utilizing data, information on student achievement and assessments;
(vi). Use and application of technology.

e) Includes professional development programs for counselors that meet the requirements of Sec. 203(c)(5)(A)-(F) of the Act.

Consortia will continue to support training for counselors to fully implement the "*Arizona Model: Framework for School Counseling Programs*," which is based upon the American School Counselors Association (ASCA) Model. Some of the support may include assistance to:

(i). Provide information to counselors regarding Tech Prep education programs;
(ii). Provide information on related employment opportunities;
(iii). Provide current information related to business and industry expectations;
(iv). Provide comprehensive CTE guidance counseling to all students including special populations;
(v). Provide support and ongoing training for counselors and CTE teachers/leaders to implement individualized career plans for CTE students. Career plans will provide students with current and relevant information so that they and their parents can make appropriate postsecondary decisions;
(vi). Provide support and ongoing training in electronic systems to deliver and maintain career and educational portfolios.

f) Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];

Consortia will be required to provide equal access to the full range of Tech Prep programs to students who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations. The application for funding will require each consortium to describe how it will address the needs of special populations within the Tech Prep framework. Each consortium will provide services for special needs populations to ensure the opportunity for success. Individuals who are members of special populations will be provided equal access to all Tech Prep activities. Programs to encourage access will include recruitment, enrollment and placement activities; occupationally specific courses of study; cooperative education; apprenticeship programs and Arizona's framework for counseling. Tech Prep will also support career plans for all students including members of special populations.

g) Provides for preparatory services that assist participants in Tech Prep programs [Sec. 203(c)(7)];

Consortia will be required to work with the local education agencies to provide the preparatory services necessary for all students to participate in Tech Prep programs. Consortia will continue to utilize a variety of methods to accomplish this such as videos, career days, parent conferences, counselor in-service activities and classroom visits to introduce Tech Prep to students.

At the postsecondary level, Tech Prep activities may include incorporating Tech Prep designations in course catalogs, utilizing Tech Prep in career pathways, student electronic career portfolios, radio ads, TV videos, career centers and career days. In addition, when approved by the State, consortia may do the following:

(i). Provide for the acquisition of Tech Prep equipment;
(ii). Support Arizona Career Information System (AzCIS) which supports student career development and planning starting at grade six. Additionally, AzCIS has secondary, postsecondary and adult levels modules available for all Arizonans. This electronic planning tool is currently supported by community partners;
(iii). Acquire technical assistance from State or local entities that have designed, established and operated Tech Prep programs and effectively used educational technology and distance learning in the delivery of curricula and services and in the articulation process;
(iv). Establish articulation agreements with institutions of higher education;
(v). Establish partnerships with labor organizations or businesses located inside or outside the State and served by the consortium;
(vi). Give special consideration to the use of distance learning and educational technology in providing the delivery of services and programs.

h) Coordinates with activities under Title I [Sec. 203(c)(8)].

All Tech Prep activities will be coordinated with Title I activities through regular communication and collaboration at State and local levels. Articulation goals are required components of each secondary and postsecondary Perkins Local Application. Also, Perkins common goals are a part of the State Tech Prep Application. Tech Prep often coordinates its meetings with local, district and State CTE administrators' meetings for teachers and administrators. Tech Prep meetings are open to all local CTE administrators. Tech Prep provides many valuable tools on the State Tech Prep website for use by the local CTE administrators such as listings of all State approved programs, standards, tracking sheets, CTE resources, academic crosswalks and industry resources.

5. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in Secs. 113(b) and 203(e) of the Act [Sec. 204(e)(1)].

Each applicant will agree to assurances as identified in the State Tech Prep Application. Each consortium will negotiate performance levels for Sec. 203(e). Sec. 113(b) levels will be identical to the average of the consortia members' State negotiated level. In most cases, this will be the State Agreed upon Level of Performance (SALP) identified in the Local Application. State staff will monitor recipients to ensure that these requirements are addressed.

Evaluation of Tech Prep programs will focus on the following State and local efforts:

(i). Academic and employment outcomes of CTE, along with the analysis of the number of CTE students and Tech Prep students (including special populations) who meet SALP;

(ii). The extent and success of the integration of academic and CTE content for students participating in CTE programs;

(iii). The extent to which CTE programs prepare students for subsequent employment in high-wage, high-skill or high-demand careers or participation in postsecondary education;

(iv). Analysis of data obtained from the annual program evaluation using the SALP for the core indicators, including the performance of special populations;

(v). State and consortia research and evaluation.

B. Other Department Requirements

1. *You must submit a copy of the local application form(s) used to award Tech Prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.*

See appendix U

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. *You must describe how your agency will allocate funds it receives through the allotment made under Sec. 111 of the Act, including any funds that you choose to consolidate under Sec. 202(a) of the Act, will be allocated among Career and Technical Education at the secondary level, or Career and Technical Education at the postsecondary and adult level, or both, including the rationale for such allocation [Sec. 122(c)(6)(A); Sec. 202(c)].*

For purposes of the Arizona's Five-Year State Plan, the State Board for Vocational Technological Education (SBVTE) will distribute funds received under the provisions of Sec. 111 in accordance with Sec. 112(a)(1) of the Act.

At the secondary level, funds will be distributed under the provisions of Sec. 131(a) of the Act. Postsecondary funds will be distributed in accordance with the requirements of Sec. 133(a)(1)(B) and Sec. 133(a)(2), for Arizona's Fiscal Year 2008 that is July 1, 2007 to June 30, 2008.

The percentage distribution of formula funds under the provisions of Sec. 112(a)(1) has historically been divided with 15 percent of the funds awarded to postsecondary/adult recipients and 85 percent of the funds awarded to secondary recipients. The SBVTE will maintain its current division of funds received under Sec. 111 of the Act. This distribution is 15 percent for postsecondary/adult programs and 85 percent for secondary programs. The primary reason for the division is to more equitably distribute funds to rural community college districts within the State that have significant populations at or below the federal poverty line as identified by federal census data. Allocation will be made under the provisions of Sec. 133(a)(2) (Minimal Amount).

Of the funds distributed to Arizona postsecondary recipients, 50 percent will be awarded per the provisions of Sec. 132(a)(2) (Pell and BIA students). The other 50 percent of the funds will be awarded on the percent of individuals 18 years of age and older identified by census data as living in poverty by county, relative to Arizona's ten community college districts (see appendix AK and AM).

Arizona will maintain its current Tech Prep system and will not consolidate its funding under the provisions of Sec. 202(a) of the Act.

2. *You must provide the specific dollar allocations made available by the eligible agency for Career and Technical Education programs under Sec. 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area Career and Technical Education schools, and educational service agencies within the State [Sec. 131(g), Sec. 202(c)].*

Arizona will not consolidate funds received under Sec. 111 and Sec. 201 of the Act.

The Career and Technical Education (CTE) State staff will continue to allocate funds to eligible secondary institutions, area CTE schools, public not-for-profit charter schools and eligible BIA recipients utilizing its current approved formula method (see appendix AJ).

Based on census data from sources identified by the federal Office of Vocational and Adult Education (OVAE), 70 percent of the secondary funds awarded under the provisions of Sec. 131 (85 percent of the formula funds available under the provisions of Sec. 112(a)(2)) will be based on the number of individuals 5 -17 years of age that reside in the area being served by an eligible recipient and who are from families below the poverty level for the preceding fiscal year.

The balance of the secondary funds available (30 percent) will be awarded based on the number of individuals 5 -17 years of age residing in the area being served by an eligible recipient. This number is based on census data from sources identified by the OVAE under the provisions of Sec. 112(a)(1).

Awards to eligible charter schools or BIA recipients will be made on a county-by-county basis. Funding will reflect the percentage of a county's charter school or BIA students being served relative to a county's total attending high school average daily membership (ADM) counts for all participating eligible recipients.

Waivers to the minimal allocation restrictions shall be made under the provisions of Sec. 131(c)(2) of the Act. (Small isolated Arizona schools are defined per Arizona Revised Statute ARS Sec. 15- 901.A.24.).

URL for Arizona Revised Statutes
http://www.azleg.gov/ArizonaRevisedStatutes.asp

Allocations to area CTE schools shall be based on written cooperative agreements entered into under the provisions of Sec. 131(e) of the Act. Cooperative agreements will be in the form of an intergovernmental or interagency agreement under the provisions of Arizona law.

3. *You must provide the specific dollar allocations made available by the eligible agency for Career and Technical Education programs under Sec. 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State[Sec. 122(c)(6)(A), Sec. 202(c)].*

Arizona will not consolidate funds received under Sec. 111 and Sec. 202 of the Act.

Of the formula funds available under the provisions of Sec. 112(a)(2), 15 percent will be awarded to postsecondary institutions under the provisions of Sec. 133(a)(2) (Minimal Amount) of the Act (see appendix AK).

As stated in State Plan Sec. VI, 1, 50 percent of the funds distributed to Arizona postsecondary recipients will be awarded per the provisions of Sec. 132(a)(2) (Pell and BIA students). The other 50 percent of the funds will be awarded on the basis of the percent of individuals 18 years of age and older identified by census data as living in poverty by county, relative to Arizona's ten community college districts.

4. *You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation [Sec. 122(c)(6)(B); Sec. 202(c)].*

Arizona will not consolidate funding under the provisions of Sec. 202(c).

The CTE State staff will make secondary eligible institution(s) aware of the ability to form consortia under the provisions Sec. 122(c)(6)(B) and seek to determine if there is an interest among these institution(s) to create consortia. Currently, CTE State staff has not received notification from any eligible recipients that they wish to, or intend to, form a consortium for the purposes outlined in Sec. 122(c)(6)(B) of the Act.

In the event that a group of eligible recipients were to express an interest to enter into such an agreement, CTE State staff will expect them to:

(i). Make their intent known to the Arizona Department of Education (ADE) CTE section;
(ii). Submit a written proposal detailing the reasons for their request;
(iii). State their educational and CTE goals;
(iv). Detail their budget;
(v). Propose allocation method (number of students being served or participating, educational products or services to be provided, etc).

Other approved operational agreements will be in the form of an intergovernmental or interagency agreement under the provisions of Arizona law.

5. *You must describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation [Sec. 122(c)(6)(B); Sec. 202(c)].*

The CTE State staff will make postsecondary eligible institution(s) aware of the ability to form consortia under the provisions of Sec. 122(c)(6)(B) and seek to determine if there is any interest among these institution(s) to create consortia.

Currently, CTE State staff has not received notification from any eligible postsecondary recipient that they wish to, or intend to, form a consortium for the purposes outlined in Sec. 122(c)(6)(B) of the Act.

In the event that a group of eligible recipients were to express a future interest to enter into such an agreement, CTE State staff will expect them to:

(i). Make their intent known to the CTE section of the ADE;
(ii). Submit a written proposal detailing the reasons for their request;
(iii). State their educational and CTE goals;
(iv). Detail their budget;
(v). Propose allocation method (number of students being served or participating, educational products or services to be provided, etc.).

Other approved operational agreements will be in the form of an intergovernmental or interagency agreement under the provisions of Arizona law.

6. *You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affair [Sec. 131(a)(3)].*

Arizona's response, relative to charter schools and BIA schools, is described in State Plan Sec. VI, A, 2.

In the event that a district's boundaries change and current census data is not available, current secondary ADM data will be utilized to adjust funding allocations to eligible school districts, relative to those districts affected by a boundary change.

7. *You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in Sec. 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in Sec. 131(a) and/or Sec. 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in Sec. 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in Sec. 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.*

Arizona is not requesting to use an alternative allocation formula under the provisions of Sec. 131(b) or Sec. 132(b). Postsecondary funds will be distributed under the provisions of Sec. 133.

B. Other Department Requirements

1. *You must submit a detailed project budget, using the forms provided in Part B of this guide.*

   See Part B: Budget Forms.

2. *You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under Secs. 112(a) and (c) of the Act.*

   There are no allocations

3. *You must describe the secondary and postsecondary formulas used to allocate funds available under Sec. 112(a) of the Act, as required by Sec. 131(a) and 132(a) of the Act.*

   See appendix AJ and AK.

4. *You must describe the competitive basis or formula to be used to award reserve funds under Sec. 112(c) of the Act.*

Currently, only funds allocated for secondary programs will be awarded to eligible secondary recipients for purposes of Sec. 112(c). Allocations will target only secondary recipients that are rural, have large percentage of participants in CTE, or large numbers of CTE students.

Postsecondary funds will only be awarded under the provisions of Sec.133(a)(2). Postsecondary will not participate in the Reserve Funds.

For purposes of the Five-Year State Plan, Arizona will limit its definition of "rural" to "small isolated" school districts as defined by ARS 15-901.24 or "small" districts as defined by ARS 15-901.25, outside of Maricopa County and not located within 30 miles of the nearest high schools in the Tucson, Flagstaff or Yuma metropolitan areas.

Proposed Uses of Reserve Funds

Annually, the State plans to award Reserve Funds from those funds allocated for secondary recipient formula purposes available under the provisions of Sec. 112(c) to fund eligible districts and schools that develop innovative programs, address new and emerging occupations, identify best practices that can improve participant Performance Measures outcomes, etc. For this purpose, $600,000 was set aside during the Transition year and the State plans to award a similar amount in the first year of the Five-Year State Plan (see appendix Y).

Awards will be made on a competitive basis. An eligible recipient must target one or more of the group(s) identified in Sec. 112(c). Proposals submitted must address the needs of that group(s). Districts or schools may be a member of more than one group. Awards will be based on written requests for proposals and will be selected by a panel of reviewers. The Arizona CTE section will evaluate program outcomes to ensure program quality.

Future potential uses of the Reserve funds as approved by the State CTE Advisory Committee may include:

(i). Recipients that make significant improvements in their Performance Measures results;
(ii). Recipients that fall into one or more of the target populations negatively impacted by Arizona's demographic changes;
(iii). "New and Emerging" programs including areas such as bio-tech, health and engineering occupations;
(iv). Recipients that develop innovative programs;
(v). Recipients that agree to participate and are selected on a competitive basis to pilot programs successfully modeled in other states that may be copied or modified to meet Arizona's needs.

Allocation methods will either be competitive or formula based, depending on the need identified and the most reasonable method to allocate the Reserve Funds. A specific method of allocating funds will be developed annually with input from eligible recipients and the State CTE Advisory Committee to SBVTE. Final allocations and the methodology utilized to award funds would be subject to approval by the SBVTE.

The aggregate amount of funds awarded under the provisions of Sec. 112(c) will not exceed 10 percent of secondary formula amount. No postsecondary funds will be used for purposes of the Reserve.

5. *You must describe the procedures used to rank and determine eligible recipients seeking funding under Sec. 112(c) of the Act.*

"Rural areas" are defined in State Plan VI B 4.

"Areas with high numbers of Career and Technical Education students," for the purpose of Arizona's State Plan, are defined as:

(i). A rank order of possible eligible recipients based on the recipient's "average 40th and 100th day CTE enrollment count," as reported for State Vocational Block Grant funding purposes;

(ii). The recipient is in the upper 50 percent of the rank order list.

"Areas with high percentages of career and technical education students," for the purpose of the Arizona's State Plan, are defined as:

(iii). A rank order of possible eligible recipients based on the ratio of the recipient's "average 40th and 100th day CTE enrollment count" to the recipients ADM, as reported for State Vocational Block Grant funding purposes and State ADMS reporting purposes in order to determine the recipient's percent of CTE participation;

(iv). The recipient is in the upper 50 percent of the rank order list.

$$\text{Percent Participation} = \frac{\text{"Average 40th and 100th day CTE enrollment count"}}{\text{"High school average daily membership"}}$$

6. *You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under Sec. 131(c)(2) or 132(a)(4) of the Act.*

Waivers – Rural Isolated

Arizona does not have a rural isolated definition; see Sec. 131(c)(2).

The ARS 15-901.25 defines "small isolated districts" as a factor that affects State aid calculations. The basic conditions to be classified as a "small isolated district" require (1) an elementary or high school enrollment of less than 600 students and; (2) that the nearest school offering approved vocational programs at the same grades be more than 30 miles away by the most reasonable, safe, route. The Board intends to accept districts identified as "Small Isolated" as 'Rural Isolated' for purposes of the Five-Year State Plan. The eligible recipient's application must demonstrate attainable goals and an acceptable scope to be approved.

Waiver – Inability to Participate in Consortium

Waivers may be requested by an eligible recipient agency (including BIA) or public charter schools under the provisions of Sec. 131(c)(2). Waiver approval will be based on the recipient's inability to enter into a consortium agreement with another eligible recipient who has facilities located within 30 miles of their school. Once more, the recipient's application must demonstrate attainable goals and an acceptable scope to be approved.

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

1. You must provide a written and signed certification that:

a) The Plan is submitted by the State agency that is eligible to submit the Plan. [34 CFR 76.104(a)(1)] [Note: The term 'eligible agency' means a State board designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of Career and Technical Education in the State See Sec. 3(12).].

According to the Arizona Revised Statutes (ARS) Sec. 15.203.A.24, 15.206 and Sec.15.784, the State Board for Vocational and Technological Education (SBVTE) is the agency eligible to submit the Arizona State Plan.

b) The State agency has authority under State law to perform the functions of the State under the program [34 CFR 76.104(a)(2)].

Under the provisions of ARS Sec. 15-203A24, the SBVTE is the agency authorized to receive and distribute federal vocational funds under the provisions Carl D. Perkins Act of 2006.

c) The State legally may carry out each provision of the Plan [34 CFR 76.104(a)(3)].

Under the provisions of ARS Sec. 15-784, the SBVTE is authorized to carry out the provisions of the Plan.

d) All provisions of the Plan are consistent with State law [34 CFR 76.104(a)(4)].

All provisions of the Five-Year State Plan are consistent with Arizona State law.

e) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the Plan [34 CFR 76.104(a)(5)]. [Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual's title needs to be listed on this portion of the assurance.].

Under the provisions of ARS Sec. 15-206 and Sec. 15-784.B., the State treasurer is the designated custodian for funds. The SBVTE receives and administers the funds. The Arizona Career and Technical Education (CTE) State director/deputy associate superintendent at the Arizona Department of Education (ADE) will also receive grant award documents.

f) The State officer who submits the Plan, specified by title in the certification, has authority to submit the Plan [34 CFR 76.104(a)(6)].

Under the provisions of ARS Sec. 15-251.5, the superintendent of public instruction is authorized to submit the Arizona State Plan and direct staff to carry out its provisions.

g) The agency that submits the Plan has adopted or otherwise formally approved the Plan [34 CFR 76.104(a)(7)].

The SBVTE adopted and approved the Arizona Plan on March 24, 2008.

h) The Plan is the basis for State operation and administration of the program [34 CFR 76.104(a)(8)].

Under the provision of ARS Sec. 15-784, the Arizona Plan is the basis for the State's operation and administration of programs under the provisions of the Carl D. Perkins Act of 2006.

B. Other Assurances

1. *You must submit a copy of the State Plan to the State office responsible for the Intergovernmental Review Process if your State implements that review process under Executive Order 12372 [See 34 CFR Part 79].*

Arizona does not participate in the intergovernmental review process under the provisions of Executive Order 12372.

2. *You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; [See 34 CFR Part 82. To download ED Form 80-0013, and the SF LLL Form (Disclosure of Lobbying Activities) referred therein, [See: http://www.ed.gov/fund/grant/apply/appforms/appforms.html].*

The signed certifications regarding lobbying requirements are provided in appendix AO.

3. *You must provide a complete and signed Assurance for Non-Construction Programs Form [See: http://www.ed.gov/fund/grant/apply/appforms/appforms.html].*

The completed and signed Assurance for Non-Construction Programs Form is provided in appendix AP.

4. *You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State Plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs [Sec. 122(c)(11)].*

Under the provisions of ARS Sec. 15-914, the signed assurance of compliance with the requirements of the Act and the provisions of the Five-Year State Plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other federal or State programs, is provided in appendix AQ.

5. *You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization [Sec. 122(c)(12)].*

Under the provisions of ARS Sec. 15-784, the signed assurance that none of the funds expended under the Perkins Act will be used to acquire equipment, including computer software, in any instance in which such acquisition results in a direct financial benefit to any organization

representing the interests of the acquiring entity or the employees of the acquiring entity or any affiliate of such an organization is provided in appendix AQ.

6. *You must provide a signed assurance that your State will waive the minimum allocation as required in Sec. 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school Career and Technical Education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act [Sec. 131(c)(2)].*

Under the provisions of ARS Sec. 15-784, the signed assurance that Arizona will waive the minimum allocation as required in Sec. 131(c)(1) of the Act in any case in which the local educational agency is located in a "rural," sparsely populated area or is a public charter school operating secondary school CTE programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Perkins Act is provided in appendix AQ.

7. *You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year [Sec. 323(a)].*

Under the provisions of ARS Sect. 15-784, the signed assurance that Arizona will provide from non-federal sources for the costs the eligible agency incurs for the administration of programs under this Act an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year is provided in appendix AQ.

8. *You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and pre-service Career and Technical Education professional development programs for Career and Technical Education teachers, administrators, and other personnel will, to the extent practicable, upon written request, permit the participation in such programs of Career and Technical Education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient [Sec. 317(a)].*

Arizona will fully comply with the provisions of Sec. 317(a) as indicated by the signed assurance that funds used under this Act for in-service and pre-service CTE professional development programs for CTE teachers, administrators and other personnel will, to the extent practicable, upon written request permit the participation in such programs of CTE secondary school teachers, administrators and other personnel in nonprofit private schools offering CTE secondary education programs located in the geographical area served by such eligible agency or eligible recipient [Sec. 317(a)] (see appendix AQ).

9. *You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in Career and Technical Education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient [Sec. 317(b)(1).]*

The signed assurance, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful

participation in CTE programs and activities receiving funds under this Act of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient is provided in appendix AQ.

10. *You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in Career and Technical Education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools [Sec. 317(b)(2)].*

The signed assurance states that eligible recipients receiving an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in CTE programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools is provided in appendix AQ.

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2008)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	$ 24,786,970
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	$ 0
C. Total Amount of Combined Title I and Title II Funds to be distributed under Sec. 112 *(Line A + Line B)*	$ 24,786,970
D. Local Formula Distribution *(not less than 85%) (Line C x 85.0%)*	$ 21,068,925
1. Reserve *(not more than 10% of Line D)*	$ 818,590
a. Secondary Programs *(0.0389% of Line D)*	$ 818,590
b. Postsecondary Program *(0% of Line D)*	$ 0
2. Available for formula allocations *(Line D minus Line D.1)*	$ 20,250,335
a. Secondary Programs *(84.39% of Line D.2)*	$ 17,089,997
b. Postsecondary Program *(15.61% of Line D.2)*[1]	$ 3,160,338
E. State Leadership (not more than 10%) *(Line C x 10.0%)*	$ 2,478,697
1. Nontraditional Training and Employment ($60,000)	
2. Corrections or Institutions ($247,869)	
F. State Administration (not more than 5%) *(Line C x 5.0%)*	$ 1,239,348
G. State Match *(from non-federal funds)*[2]	$ 2,215,900

[1] 15% of the total amount made available for distribution under Sec. 112 and Line D.
[2] The eligible agency must provide non-Federal funds for State administration of its Title I Grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2008)

II. TITLE I: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	$ 1,880,272
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	$ 0
C. Amount Title II Funds to Be Made Available For Tech-Prep *(Line A less Line B)*	$ 1,880,272
D. Tech-Prep Funds Earmarked for Consortia	$ 1,880,272

1. Percent for Consortia
   (Line D divided by Line C) [100%]

2. Number of Consortia 11

3. Method of Distribution *(check one)*

   a. x Formula[3]
   b. _____ Competitive

E. Tech-Prep Administration	$ 0

1. Percent for Administration
   (Line E divided by Line C) [0 %]

[3] Primary Formula: There is a competitive portion related to the development of articulations by the consortium members.

PART C: ACCOUNTABILITY FORMS

Office of Vocational and Adult Education
Division of Academic and Technical Education

Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)

ATTESTATION OF PERFORMANCE LEVELS FOR PROGRAM YEAR TWO
(JULY 1, 2008 – JUNE 30, 2009)

I, MILTON D. ERICKSEN (print name), State Director for Career and Technical Education for Arizona, certify that the attached Final Agreed Upon Performance Levels (FAUPL) form, which includes my state's measurement definitions, measurement approaches, baseline data, and performance levels for program year two (July 1, 2008 – June 30, 2009) for the Perkins IV core indicators, is accurate and complete. I understand that this document will be incorporated into our State's July 1, 2008, Perkins IV grant award and that our state will be held accountable for meeting at least 90 percent of each agreed-upon performance level or be required to implement a program improvement plan pursuant to section 123(a)(1) of Perkins IV.

Milton D. Ericksen
Signature/Date
State CTE Director 6-12-08

6/12/2008
Signature/Date
Perkins Regional Accountability Specialist

I. STUDENT DEFINITIONS

The State Plan Work Group followed OVAE non-regulatory guidance and approved "participant" and "concentrator" definitions to use for the performance measures. Their recommendations will generate efficacious results. Any changes to these definitions must be approved by the State CTE Advisory Committee to the State Board of Education.

A. Secondary Level

Participant – A secondary student who has earned one or more transcripted Carnegie units/credits in any CTE program area in the reporting year.
Concentrator – A secondary student who has transcripted two (2) or more Carnegie Units/credits in a state-designated sequence in an approved Career and Technical Education program. The Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook.

B. Postsecondary/Adult Level

Participant – A postsecondary/adult student who has earned one or more transcripted credits in any CTE program area in the reporting year.
Concentrator – A postsecondary/adult student who: (1) completes <u>at least 12</u> transcripted academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree. In order to ensure that a student has established an occupational pathway, the student must complete nine (9) occupational credits with a given occupational program within a two-year time frame; OR (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or a degree.

FINAL AGREED-UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**7/1/05-6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1S1 Academic Attainment – Reading 113(b)(2)(A)(i)	**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the statewide high school **reading** assessment administered by the State under Sec. 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and left secondary education in the reporting year. **Denominator:** Number of CTE concentrators who took the ESEA assessments in **reading** whose scores were included in the State's computation of AYP and left secondary education in the reporting year.	State academic assessment system State/local administrative data	**B:** State-negotiated Performance Level: **69.55%** **Actual** Performance Level: **92%**	**L: 48.6%** **A:**	**L: 49.1%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**7/1/05-6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1S2 Academic Attainment – Mathematics 113(b)(2)(A)(i)	**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the statewide high school **mathematics** assessment administered by the State under Sec. 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and left secondary education in the reporting year. **Denominator:** Number of CTE concentrators who took the ESEA assessments in **mathematics** whose scores were included in the State's computation of AYP and left secondary education in the reporting year	State academic assessment system State/local administrative data	**B:** State-negotiated Performance Level: **33.14%** **Actual** Performance Level: **88%**	**L: 40%** **A:**	**L: 40.5%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**7/1/05-6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	**Numerator:** Number of CTE concentrators who completed the state-designated sequence of instruction then took and passed the technical skills assessment and left secondary education in the reporting year. **Denominator:** Number of CTE concentrators who completed the state-designated sequence of instruction and then took the technical skills assessment and left secondary education in the reporting year.	State approved standards attainment State approved technical assessment State administrative data	**NOT REQUIRED FOR TRANSITION PLAN**	**BASELINE**	**L: 65%** **A:**

Arizona's State Plan submitted March 26, 2008 proposed a performance level of 60%.
OVAE proposed 65% on May 29, 2008.
CTE accepted the OVAE proposal for 2S1 Technical Skill Attainment of 65% during an OVAE conference call on June 4, 2008.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**7/1/05-6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
3S1 Secondary School Completion **113(b)(2)(A)(iii)(I)**	**Numerator:** Number of CTE concentrators who earned a regular secondary school diploma or earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma and left secondary education in the reporting year. **Denominator:** Number of CTE concentrators who left secondary education in the reporting year.	State GED file match State student graduation information file match State/local administrative data	**NOT REQUIRED FOR TRANSITION PLAN**	**BASELINE**	**L: 76%** **A:**

Arizona's State Plan submitted March 26, 2008 proposed a performance level of 76%.
OVAE proposed 80% on May 29, 2008.
Arizona proposed a FAUPL for 3S1 of 76% to stay aligned with 4S1 Graduation. Justification is as follows:

1. In a preliminary data match, CTE sent a sample of concentrator records to Arizona Department of Education's GED Division and asked them to match concentrators to any GED recipients. The match resulted in what Arizona sees as statistically insignificant. We request that our FAUPL for 3S1 stay the same as our FAUPL for 4S1 at 76% and anticipate there will be a minor difference.
2. Arizona's GED database does not collect the student's Cohort Year or the SAIS ID number. To calculate the percentage of GED recipients without the cohort year would not align with the calculation of 4S1, which will use cohort year to align with NCLB requirements.
3. In Arizona, a GED is not a requirement for admission to a Community College, as evidenced on http://www.maricopa.edu/getting_started/apply.php:

Admission of regular students may be granted to any person who meets at least one of the following criteria:

- Is a graduate of a high school, which is accredited by a regional accrediting association as defined by the United States Office of Education or approved by a State Department of Education or other appropriate state educational agency
- Has a high school certificate of equivalency
- Is 18 years of age or older and demonstrates evidence of potential success in the community college
- Is a transfer student in good standing from another college or university

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**7/1/05-6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	**Numerator:** Number of CTE concentrators who graduated in the reporting year and were included as graduated in the State's computation of its graduation rate as described in Sec. 1111(b)(2)(C)(vi) of the ESEA. **Denominator:** Number of CTE concentrators who left secondary education in the reporting year and were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Sec. 1111(b)(2)(C)(vi) of the ESEA.	State student graduation information file match State/local administrative data	**B:** State-negotiated Performance Level: **97.98%** **Actual** Performance Level: **96.58%**	**L: 71%** **A:**	**L: 76%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**7/1/05-6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5S1 Secondary Placement 113(b)(2)(A)(v)	**Numerator:** Number of CTE concentrators who graduated and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which the concentrator left secondary education (i.e. unduplicated placement status for CTE concentrators and graduated by June 30 will be assessed for placement between October 1 and December 31). **Denominator:** Number of CTE concentrators who left secondary education in the reporting year.	State developed/school administered surveys/placement records (Exploring administrative record exchanges)	**NOT REQUIRED FOR TRANSITION PLAN**	**BASELINE**	**L: 50%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**7/1/05-6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	**Numerator:** Number of CTE participants from underrepresented gender groups enrolled in a program that leads to employment in nontraditional fields in the reporting year. . **Denominator:** Number of CTE participants enrolled in a program that leads to employment in nontraditional fields in the reporting year.	State approved technical assessment State/local administrative data	**NOT REQUIRED FOR TRANSITION PLAN**	**BASELINE**	**L: 21.5%** **A:**
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed the state-designated sequence of instruction then took and passed the technical skills assessment in a program that leads to employment in nontraditional fields and left secondary education in the reporting year. **Denominator:** Number of CTE concentrators who completed the state-designated sequence of instruction and took an assessment in a program that leads to employment in nontraditional fields and left secondary education in the reporting year.	State approved technical assessment State/local administrative data	**NOT REQUIRED FOR TRANSITION PLAN**	**BASELINE**	**L: 10%** **A:**

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**7/1/05-6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	**Numerator:** Number of CTE concentrators who passed technical skill or end of program assessments that are aligned with industry-recognized standards during the reporting year. **Denominator:** Number of CTE concentrators who took technical skill or end of program assessments during the reporting year.	1. Approved National/State industry standards and assessments	**NOT REQUIRED FOR TRANSITION PLAN**	**BASELINE**	**L: 64% *** **A:**

* Per recommendation by the State CTE Advisory Committee, the percentage will increase annually with targeted level at 90% for 2012-2013 school year.

Arizona State Plan submitted March 26, 2008 proposed a performance level of 60%.
OVAE proposed 64% on May 29, 2008.
CTE accepted the OVAE proposal for 1P1 Technical Skill Attainment of 64% during an OVAE conference call on June 4, 2008.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**7/1/05-6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
2P1 Credential, Certificate, or Diploma 113(b)(2)(B)(ii)	**Numerator:** Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year. **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.	State/Local Administrative Data	**NOT REQUIRED FOR TRANSITION PLAN**	**BASELINE**	**L: 35%** **A:**

Arizona State Plan submitted March 26, 2008 proposed a performance level of 27%.
OVAE proposed 35% on May 29, 2008.
CTE accepted the OVAE proposal for 2P1 Credential, Certificate, or Diploma of 35% during an OVAE conference call on June 4, 2008.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**7/1/05-6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	**Numerator:** Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2-year or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. **Denominator:** Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	1. State-developed, school-administered surveys/ placement records 2. State-developed and administered surveys 3. Administrative record exchanges	**NOT REQUIRED FOR TRANSITION PLAN**	**BASELINE**	**L: 42%** **A:**

Arizona State Plan submitted March 26, 2008 proposed a performance level of 67%.
OVAE proposed 70% on May 29, 2008.
CTE requested to lower the OVAE proposal for 3P1 Student Retention or Transfer to 42% during an OVAE conference call on June 4, 2008.

Upon further discussion with postsecondary representatives, there are three significant factors to justify this request:

- Revised narrower definition of Concentrator,
- Decreased community college enrollment due to a variety of economic reasons and
- Recent access and review of the Integrated Postsecondary Education Data system (IPEDS) reflects retention level of postsecondary students has decreased over the past three years for all students from 44.8% to 43.15%.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**7/1/05-6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
4P1 Student Placement 113(b)(2)(B)(iv)	**Numerator:** Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30) will be assessed between October 1 and December 31. **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.	1. School-administered surveys / placement records 2. Administrative record exchanges	**NOT REQUIRED FOR TRANSITION PLAN**	**BASELINE**	**L: 35%** **A:**

Arizona State Plan submitted March 26, 2008 proposed a performance level of 34%.
OVAE proposed 35% on May 29, 2008.
CTE accepted the OVAE proposal for 4P1 Student Placement of 35% during an OVAE conference call on June 4, 2008.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**7/1/05-6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5P1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE participants who participated in a program that leads to employment in a nontraditional field during the reporting year.	1. State/local administrative data 2. Utilization of OVAE resource list	**NOT REQUIRED FOR TRANSITION PLAN**	**BASELINE**	**L: 20%** **A:**
5P2 Nontraditional Completion 113(b)(2)(B)(v)	**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year **Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	1. State/local administrative data 2. Utilization of OVAE resource list	**NOT REQUIRED FOR TRANSITION PLAN**	**BASELINE**	**L: 15%** **A:**

STATE PLAN APPENDIX

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction
Local Directors Meeting
November 8, 2006

Introduction and Welcome	Barbara Border Milton Ericksen
Announcements:	
Local Director Meeting in December	Barbara Border
Perkins Regional Workshop Summaries	Milton Ericksen
New Delivery CIP Numbers	Jan Brite
Professional Development	Jan Brite
CTE Federal and State Data/Grant Timelines	Barbara Border
Assessment Update	Barbara Border
Tech Prep Update	Dennis Fiscus
ACTE Report	Pam Ferguson
ACOVA Report	Brenda Marietti
Input on the New Carl D. Perkins Act Stakeholder Dialog Meetings Eligible Recipient Input	Helen Bootsma

BREAK

Regional Perkins Discussion Questions Breakouts	Brenda Marietti
North Verde A	CTE Management Team
South Granite Mountain Room	
Central Sedona	
West Verde	

Adjourn

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction
Local Directors Meeting
December 8, 2006

Introduction and Welcome	Barbara Border
Announcements:	
Assessment System Components	Barbara Border
➢ Online System	Pitsco
➢ Consortium Contribution	VTECS
Review of Perkins Work to Date	Helen Bootsma
Regional Meetings: Eligible Recipient Review of Nov 8, 2006, Input North South Central West	CTE Management Team

BREAK

Regional Meetings: Eligible Recipient Discussion Questions North South Central West	CTE Management Team

LUNCH

Regional Meetings: Eligible Recipient Discussion Questions North South Central West	CTE Management Team

Adjourn

Appendix A

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction
Local Directors Meeting
September 20, 2007

Welcome and Introductions	
New Staff	Milton Ericksen
New Local Directors	Barbara Border
Succeeding With Change	Lillie Sly, Associate Superintendent, ESS Arizona Department of Education
Recognitions and Highlights	
➢ Program Assessment Review (PAR)	Karlene Darby
➢ Advanced Placement (AP)	Helen Bootsma
Time and Effort Issue	Ted Davis
Perkins IV Five-Year State Plan Next Steps	Helen Bootsma
Breakout Explanation	Jimmy Wojcik

9:30 am to 9:45 am Break

9:45 am to 11:30 am Breakout Sessions
- 9:45 am to 10:15 am – First Session
- 10:20 to 10:50 am – Second Session
- 10:55 to 11:25 am – Third Session

Choose Three Breakout Sessions to Attend

1. Perkins IV – Input on CTE Teacher Recruitment	Culinary Main North
2. Perkins IV – Input on CTE Professional Development	Culinary Main South
3. Perkins IV – Input on CTE Programs	Job Development (1-1031)
4. Assessment – Update and Input	Culinary Breakout Room
5. LALP ((first breakout only)schools pre-identified)	Board Room – Administration Building

11:30 am to 12:00 pm Final Session

New and Emerging Programs	Jan Brite Tracy Rexroat
Reports	
ACTE	Pam Ferguson
ACOVA	Brenda Marietti
Announcements	
Door Prizes	Jimmy Wojcik

Adjorn

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction
Local Directors Meeting
October 25, 2007

8:30 am to 8:40 am	Welcome and Introductions	Milton Ericksen, Barbara Border
8:40 am to 9:00 am	Equipment/Property Management	Ted Davis
9:00 am to 9:30 am	The Statewide Skills Assessment System • Status • Stakeholders and Commission Appointments Information • Federal Requirements • Online Process • Pilots	Ronald McCage Maggie Mangini Barbara Border Carolyn Warner David Bolger
9:30 am to 9:40 am	Perkins IV Five-Year State Plan Next Steps	Helen Bootsma
9:40 am to 9:50 am	Break	All Attendees
9:50 am to 11:35 am	Breakout Sessions (Select 2)	
First Breakout 9:55 am to 10:40 am	• Perkins Question on Transition to Baccalaureate Degree • Perkins Question on Tech Prep Applications	Mark Hamilton, Lois Lamer Kriss Hagerl, Helen Bootsma Jim Brown, Julie Siwanowicz
Second Breakout 10:45 am to11:30 am	Perkins Question on Tech Prep Articulation Agreements • Perkins Question on Tech Prep Programs of Study • Perkins Question on Tech Prep Program Requirements	Polly Abraham, Paulett Ellis Chester Crandell, Karlene Darby
11:35 am to 11:40 am	Reassemble in Main Room	All Attendees
	Reports:	
11:40 am to 11:45 am	• ACTE	Pam Ferguson
11:45 am to 11:50 am	• ACOVA	Brenda Marietti
11:50 am to 12:00 pm	Door Prizes	Gerry Corcoran
12:00 pm	Adjourn	

Appendix A

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction
Local Directors Meeting
November 28, 2007

8:30 am to 8:40 am	Welcome and Introductions	Milton Ericksen, Barbara Border
8:40 am to 9:00 am	Recent CTE Advisory Committee Recommendations ➢ High School Graduation Requirements ➢ CTSO as Part of an Approved Program ➢ State CTE Placement Funding for Samplers	Barbara Border Jesse Ary Helen Bootsma Dennis Fiscus
9:00 am to 9:20 am	AZ Skill Standards Assessment System ➢ Overview ➢ Commission ➢ Stakeholders	Dr. Maggie Mangini Barbara Border Carolyn Warner Milton Ericksen
9:20 am to 9:30 am	Perkins Five-Year State Plan	Helen Bootsma
9:30 am to 9:40 am	New Carl D. Perkins NOI Forms	Jan Brite
9:40 am to 9:50 am	State and Federal Timeline for 2008	Karlene Darby
9:50 am to 10:00 am	Break	All Attendees
10:00 am to 10:15 am	Breakout Sessions • North Region • South Region • East Region • West Region	
10:15 am to 11:15 am	Reassemble in Main Room	All Attendees
	Reports:	
11:15 am to 11:25 am	• ACTE	Pam Ferguson
11:25 am to 11:35 am	• ACOVA	Brenda Marietti
11:35 am to 12:00 pm	Other Business	
12:00 pm	Adjourn	

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction
Local Directors Meeting
January 24, 2008

8:30 am to 8:35 am	Welcome and Introductions		Milton Ericksen, Barbara Border
8:35 am to 8:40 am	High School Graduation Requirements		Barbara Border
8:40 am to 9:05 am	Fiscal Monitoring - Procurement		Ted Davis
9:05 am to 9:10 am	Perkins Five-Year State Plan Breakout Overview		CTE Management Team
9:10 am to 9:25 am	Break		All Attendees
9:30 am to 10:40 am	Perkins State Plan – Section II	Copper Basin	Jan Brite
	Perkins State Plan – Section III and IVEP/ICTEP	Arizona Room	Karlene Darby
10 minutes per breakout	Perkins State Plan – Section IV and Levels	Main Room	Helen Bootsma Dennis Fiscus
5 minutes between breakouts	Perkins State Plan – Section V	Prescott/Chino	Ted Davis
	Perkins State Plan – Section VI and Budget Forms	Granite Mountain	
10:45 am to 11:35 am	Regional Local Director Breakout Sessions		
	• North Region	Copper Basin	All Attendees
	• South Region	Arizona Room	
	• East Region	Prescott/Chino	
	• West Region	Granite Mountain	
11:35 am to 11:40 am	Reassemble in Main Room		All Attendees
11:40 am to 11:50 am	Innovation Grants and 2008 Concentrator Reporting		Steve Peterson, Penny Legge
	Reports:		
11:50 am to 11:55 am	• ACTE		Pam Ferguson
11:55 am to 12:00 pm	• ACOVA		Brenda Marietti
12:00 pm	Adjourn		

Appendix B

Perkins Transition Plan Work Group Membership

Secondary Eligible Recipients (ACOVA)

Kathy Prather
District Local Director for Career and Technical Education
Tucson Unified School District
2025 E. Winsett
Tucson, AZ 85719

Jim Brown
Director of Career and Technical Education
Peoria Unified School District
P.O. Box 39
Peoria, AZ 85380

Chester Crandall
Superintendent
NAVIT
P.O. Box 2110
Snowflake, AZ 85937

Brenda Marietti
Vocational Director Specialist
Flowing Wells Unified School District
3725 N. Flowing Wells Rd
Tucson, AZ 85705

Mark Hamilton
Vocational Director
140 S. Gilbert Rd
Gilbert, AZ 85296

Polly Abraham
Career Tech Assistant, Local Director
Coolidge Unified District
800 W. Northern Ave.
Coolidge, AZ 85228

Kriss Hagerl
Associate Principal/District CTE Director
Buena High School
5225 Buena School Dr.
Sierra Vista, AZ 85635

Postsecondary Eligible Recipients

Kathy Kunath
Dean of Academic Affairs
Gateway Community College
108 N. 40th St.
Phoenix, AZ 85034

Karen Poole
Maricopa Community Colleges
2411 W. 14th St
Tempe, AZ 85281

Marcus Johnson
Arizona Western College
P.O. Box 929
Yuma, AZ 85366-0929

Judith Doerr
Director Curriculum
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Sierra Vista Campus
901 N. Colombo Ave.
Sierra Vista, AZ 85635-2317

Terry Forster
Division Dean
Industrial and Technical Education
Pima Community College
1255 North Stone Ave.
Tucson, AZ 85709-3125

Tech Prep Consortia Representatives

Rose See
Tech Prep Director
East Valley Tech Prep Consortium
1833 West Southern TC423
Mesa, AZ 85202

Lois Lamer
Tech Prep Director
Yavapai Consortium
P.O. Box 2650
Cottonwood, AZ 86326

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction
Perkins Career and Technical Education
Improvement Act of 2006
Transition Plan Work Group
December 14-15, 2006

Welcome

Purpose of the Day

State CTE Advisory Committee Recommendations 12-12-06

Review Re-Occurring Themes in Collective Session
Academic Integration
Transition to Postsecondary

- Articulation
- Programs of Study
- Tech Prep Grant Opportunities

Negotiating Levels of Performance
Career Exploration
Business and Industry Partnerships
Program Evaluation

Identify Strategies for Themes In Small Groups

Small Sessions Present to Collective Session and Reach Consensus

Identify Work for Friday

Appendix C

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction
Perkins Career and Technical Education
Act of 2006
Transition Plan Work Group
January 9 & 10, 2007

Welcome

Outcomes
Review Work to Date
Collection of Final Input on Each Section
Communication and Consensus for One CTE System

Timeline for the Next Two Months
Review Flow Charts

Secondary Agenda
Accountability and Evaluation - Helen
Improvement Plans
Accountability Forms
Definitions
Performance Levels

Financial Requirements - Ted
Budget Forms

Program Administration - Jan
Secondary and Postsecondary Local Plans including Timeline - Karlene

Provision of Services to Special Populations - Karlene

Tech Prep Programs - Dennis

Additional Items

Appendix D

Perkins Five Year State Plan Work Group

Secondary Eligible Recipients (ACOVA)

Kathy Prather
District Local Director for Career and Technical Education
2025 E. Winsett
Tucson, AZ 85719

Jim Brown
Director of Career and Technical Education
P.O. Box 39
Peoria, AZ 85380

Chester Crandell
Superintendent
P.O. Box 2110
Snowflake, AZ 85937

Brenda Marietti
Vocational Director Specialist
3725 N. Flowing Wells Rd
Tucson, AZ 85705

Mark Hamilton
Vocational Director
140 S. Gilbert Rd
Gilbert, AZ 85296

Polly Abraham
Career Tech Assistant, Local Director
Coolidge Unified District
800 W. Northern Ave.
Coolidge, AZ 85228

Kriss Hagerl
Associate Principal/District CTE Director
Buena High School
5225 Buena School Dr.
Sierra Vista, AZ 85635

Postsecondary Eligible Recipients

Kathy Kunath
Dean of Academic Affairs
Gateway Community College
108 N. 40th St.
Phoenix, AZ 85034

Karen Poole
Center Workforce Development
Maricopa Community College
2411 W. 14th St
Tempe, AZ 85281

Mike Crockett
Dean of Instruction
Eastern Arizona College
715 N. Stadium Ave
Thatcher, AZ 85552

Judith Doerr
Director Curriculum
Cochise Community College
Sierra Vista Campus
901 N. Colombo Ave.
Sierra Vista, AZ 85635-2317

Terry Forster
Division Dean
Industrial and Technical Education
Downtown Campus
1255 North Stone Ave.
Tucson, AZ 85709-3125

Tech Prep Consortia Representatives

Rose See
Tech Prep Director
East Valley Tech Prep Consortium
1833 West Southern TC423
Mesa, AZ 85202

Lois Lamer
Tech Prep Director
Yavapai Consortium
P.O. Box 2650
Cottonwood, AZ 86326

Secondary CTE Teachers

Micki Hurley
HCE Ed Teacher Rep
14388 N. 79th Ave
Peoria, AZ 85381

Randy Baker
IT Ed Teacher Rep
1601 W. Main St Bldg#1
Mesa, AZ 85201

Ginnie Bushong
Ag Ed Teacher Rep
3700 S. Arizona Ave
Chandler, AZ 85249

Sandy McKeon
FACS Ed Teacher Rep
1101 East Elliot Rd
Gilbert, AZ 85296

David Cornelius
MMIT Ed Teacher Rep
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Phoenix, AZ 85018

Michelle Crary
Business Ed Teacher Rep
500 W. Guadalupe Rd
Tempe, AZ 85283

CTE Counselors

Brian Merrill
NAVIT
PO Box 2110
Snowflake, AZ 85937

Barbi Ruhlman
Lead Counselor
Peoria Unified School District
6330 W. Thunderbird Road
Glendale, AZ 85306

Postsecondary CTE Teacher

Ken Bice
Welding Faculty
Industrial and Technical Education
Downtown Campus
1255 North Stone Ave.
Tucson, AZ 85709-3030

Special Population Representative

Bruce McQueary
CTE Curriculum Specialist
6300 W. Thunderbird Rd
Glendale, AZ 85306

ADE Writing Team For State Plan

Milton D. Ericksen
Barbara Border
Helen Bootsma
Jan Brite
Karlene darby
Ted davis
Dennis Fiscus
Kay Schreiber
Julie Siwanowicz
Paulett Ellis
Steven Peterson
Penny Legge

Contracted Consultants

Mark Pollock
Lila Kleinkopf

Appendix E

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction
Perkins Career and Technical Education
Improvement Act of 2006
Five-Year State Plan Working Group
September 27 and 28, 2007

Welcome

Outcomes

Overview of Transition Plan Approved June 29, 2007

Review Key Decisions Made for Transition Plan

Topics

Program Administration – II 3 Professional Development
Program Administration – II 4 Teacher Recruitment and Retention
Program Administration - II 5 Transition to Baccalaureate
Program Administration – II 6 Stakeholder Involvement
Program Administration - II 7 Quality Programs
Special Populations – III 2 Alternative Education
Special Populations – III 3 HS, HW, or HD and Nontrad Occupations
Special Populations – III 4 State Corrections
Special Populations – III 5 Equitable Access and Participation
Presentations to Collective Session to Reach Consensus

Identify Topics/Work for Friday

Grand Sunset I and II
Radisson Hotel Phoenix Airport North
427 N 44th St
Phoenix, AZ 85008

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction
Perkins Career and Technical Education
Improvement Act of 2006
Five-Year State Plan Working Group
November 1 and 2, 2007

Welcome

Outcomes

Identify Key Decisions in Transition Plan to Revisit- All

Review Business and Industry Town Hall Input-Helen Bootsma

Approve Secondary Definition of "Rural/Small Isolated"- Ted Davis

Approve Criteria for Secondary Reserve Fund- Ted Davis

Draft IV B2 Using Gold, Silver, Bronze Guidelines- Helen Bootsma

Establish Secondary and Postsecondary Performance Levels- Penny Leggy and Julie Siwanowicz

Draft Response to Tech Prep Questions V 1-5- Dennis Fiscus

Identify Additional Topics/Work for Friday

Grand Sunset II and III
Radisson Hotel Phoenix Airport North
427 N 44th St
Phoenix, AZ 85008

Appendix E

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction
Perkins Career and Technical Education
Improvement Act of 2006
Five-Year State Plan Work Group
December 18, 2007

Agenda

Welcome and Introductions

Announcements

Review Changes in Concentrator Definitions
Helen Bootsma

Review Postsecondary Performance Measures and Levels
Julie Siwanowicz

Review Secondary Performance Measures and Levels
Penny Legge

Revise Secondary Basic Grant Goal # 11 to Address Career Plans for All CTE Students
Karlene Darby
Goal 11: CAREER GUIDANCE – *Provide career guidance and academic counseling through a career information system, resulting in a career plan for all Career and Technical Education students.*

Strengthen Basic Grant Assurance to Expand Business and Industry Partnerships
Helen Bootsma
Karlene Darby

Eligible recipients will strengthen collaboration with business and industry by utilizing strategies such as: increasing partnerships; coordinating classroom and work-based learning; utilizing current industry-standard practices; providing opportunities for industry professionals to transition into CTE classrooms; providing opportunities for CTE teachers to update industry skills; and other strategies as appropriate.

Telephone Conference Call
602-542-6417

Schedule of CTE Dialog Meetings

The Career Technical and Education Division of the Arizona Department of Education conducted eight State Plan Dialog Meetings between Nov. 20, 2006 and Dec. 7, 2006 at eight different locations throughout Arizona. These meetings were held to provide information and promote dialog regarding the Carl D. Perkins Career and Technical Education Act of 2006 and specifically Arizona's Perkins State Plan.

Following are the meeting sites and facilitators:

LAKE HAVASU CITY
November 20th, 2006
Lake Havasu Unified District Office, 2200 Havasupai Blvd
Lake Havasu City, AZ
Local Director(s)/Postsecondary Facilitator(s): Shawna Schneikart

TUCSON
November 21st, 2006
Santa Rita HS, Hungry Eagle Dining Room
3951 S. Pantano Rd
Tucson, AZ
Local Director(s)/Postsecondary Facilitator(s): Kathy Prather

GLENDALE
November 27th, 2006
Peoria Unified School District Training Room
6330 W Thunderbird Rd.
Glendale, AZ
Local Director(s)/Postsecondary Facilitator(s): John Mulcahy

SHOW LOW
November 27th, 2006
Show Low HS Cougar Den Cafeteria, 500 W. Old Linden Rd.
Show Low, AZ
Local Director(s)/Postsecondary Facilitator(s):Linda Lopeman/Chester Crandall

YUMA
November 28th, 2006
Kofa HS Cafeteria, 3100 Ave A.
Yuma, AZ
Local Director(s)/Postsecondary Facilitator(s): Harold Kirchner

FLAGSTAFF
December 5th, 2006
Coconino Community College Commons Area, 2800 S. Lone Tree Rd.
Flagstaff, AZ
Local Director(s)/Postsecondary Facilitator(s): Doug Allan/Ann Black

BENSON
December 6th, 2006
Benson Center, 1025 State Rt. 90
Benson, AZ
Local Director(s)/Postsecondary Facilitator(s):Kriss Hagerl/ Judith Doerr

PHOENIX
December 7th, 2006
Gateway Community College, SO 1330, 108 North 40th Street
Phoenix, Arizona
Local Director(s)/Postsecondary Facilitator(s):Mark Hamilton/Kathy Kunath

Perkins CTE Dialog Meeting Questions

1. Transition to Postsecondary
   1.1. How should the eligible recipients expand opportunities for students to participate in credit-based postsecondary transition through CTE Programs of Study? [Sec. 122 (c)(1)(A)(B)].
   1.2. How should ADE CTE develop and implement articulation agreements between secondary and postsecondary to enhance alignment efforts? [Sec. 122 (c)(1)(C)].

2. Academics
   2.1. How should funds be used to increase academic and CTE skill attainment? [Sec. 122 (c)(1) (K)].
   2.2. What should be done to ensure/evaluate the extent to which challenging academic standards are integrated in rigorous coherent sequences of CTE courses? [Sec. 122 (c)(1)(L)] and [Sec. 122 (c)(7)(A)].

3. CTE Teachers and Career Counselors
   3.1. How should collaboration between all educators be increased at the local school? [Sec. 122 (c)(2)(A].
   3.2. What should be done to recruit and retain CTE teachers and provide assistance to teachers who transition from business and industry to CTE? [Sec. 122 (c)(3)(A-B)].

4. Workforce Preparation: CTE's Role in Preparing Students to be Competitive
   4.1. How should CTE collaborate with business to provide teachers and students with a better understanding of industry standards? [Sec. 122 (c)(2)(C)].
   4.2. How can technical skill attainment assessments/certifications for students be supported by business? [Sec. 113 (b)(2)(A)(ii)] [Sec. 113 (b)(2)(B)(i)].
   4.3. How should CTE involve business in planning, implementation and evaluation of CTE programs? [Sec. 122 (c)(5)].

Stakeholder Count for Perkins CTE Dialog Meetings

Participants by Location

Date	Location	Invited Guests	Participants	Percentage
11/20/06	Lake Havasu Area	72	20	27
11/21/06	Tucson Area	57	31	54
11/27/06	Western Maricopa	95	21	22
11/27/06	Show Low Area	109	41	38
11/28/06	Yuma Area	44	20	45
12/05/06	Flagstaff Area	73	21	29
12/06/06	Benson Area	81	48	58
12/07/06	Eastern Maricopa	59	28	47
	Total:	590	230	40

Participants by Stakeholder Groups

Categories	**Total**
Academic Teachers	15
CTE Teachers	31
School Administrators	29
Career Guidance and Academic Counselors	12
Secondary Eligible Recipients	18
Charter School Authorizers	4
CTSO Students	8
CTSO Parents	3
Postsecondary Eligible Recipients	20
Institutions of Higher Education	3
Tech Prep Consortia Representatives	14
Public Law 105 Section 111 List (Governor's Council on Workforce Policy Members)	1
Community Members and Organizations	13
Transition Coordinators (Special Populations)	9
Business and Industry Representatives	13
Representatives of Labor Organizations	2
Governor’s Office	1
(Walk-ins)	34
Total:	230

Appendix I

State CTE Advisory Committee to the State Board of Education

Alexander	Adda	Adda Alexander	Representative of Large Business	Executive Vice President of the Arizona Hospital and Healthcare Association	Arizona Hospital and Healthcare Association	Phoenix	AZ
Ary	Jesse J.	Jesse J. Ary	State Board of Education Member (Ex-Officio)	Retired/Realtor	Arizona State Board of Education	Phoenix	AZ
Border	Barbara	Barbara Border	Representative of Small Business	President	Education Leadership Consultants, Inc	Glendale	AZ
Brown	James C.	James C. Brown	Local CTE Education District Administrator	Director of Career and Technical Education	Peoria Unified School District & West-MEC	Peoria	AZ
Bryce	Jeanne	Jeanne Bryce	Representative of Community College Rural	Dean of Instruction	Eastern Arizona College	Thatcher	AZ
Carlson	Susan	Susan Carlson	Business and Education Coalition	Executive Director	Arizona Business and Education Coalition	Tempe	AZ
Crandell	Chester	Chester Crandell	School Board Member of High School of Joint Technical Education District	Superintendent	NAVIT	Snowflake	AZ
Downey	Sally	Sally Downey	Representative of a Joint Technical Education District	Superintendent	East Valley Institute of Technology	Mesa	AZ
Elliot	Jack	Jack Elliot	Representative of Higher Education	Professor and Department Head	Dept. of Ag. Ed., University of Arizona	Tucson	AZ
Ericksen	Milton D.	Milton D. Ericksen	Representative of Department of Education - Career and Technical Education	Deputy Associate Superintendent, State Director Career and Technical Education	Arizona Department of Education	Phoenix	AZ
Freeman	Jeffery	Jeffery Freemen	Representative of Large Business	Manager, Business Partnerships & Grant Acquisition	Honeywell Aerospace	Phoenix	AZ
Hamer	Glenn	Glenn Hamer	Representative of City and State Chamber of Commerce	Presdient and CEO	Arizona Chamber of Commerce and Industry	Phoenix	AZ
Harrington	Patrick	Patrick Harrington	Representative of Department of Economic Security	Assistant Director, Employment & Rehabilitation Services	Arizona Department of Economic Security	Phoenix	AZ
Kunath	Kathryn	Kathryn Kunath	Representative of Community College Urban	Dean of Academic Affairs	Gateway Community College	Phoenix	AZ
Mangini	Margaret	Margaret Mangini	Representative of Higher Education	Director, Bureau of Ed. Resesarch and Services/College of Education	Arizona State University	Tempe	AZ
McAfee	Mike	Mike McAfee	Representative of Large Business	Director of Education AYES State Manager	Arizona Automobile Dealers Association	Phoenix	AZ
Osborn	Marc	Marc Osborn	Representative of City and State Chamber of Commerce	Deputy Director-GPA, R&R Partners	Greater Phoenix Chamber of Commerce	Phoenix	AZ
Raeder	Debra	Debra Raeder	Representative of Federal Education Initiative	Executive Director, Governor's P-20 Council	Office of the Governor	Phoenix	AZ
Raymond	Cathie	Cathie Raymond	Local CTE Education District Administrator	Career and Technical Director	Marana Unified School District	Marana	AZ
Roberts	Michael	Michael Roberts	Representative of Higher Education	Associate Professor and Coordinator of CTE	Northern Arizona University	Flagstaff	AZ

NOTICE OF PUBLIC MEETING
ARIZONA STATE BOARD OF EDUCATION
CAREER AND TECHNICAL EDUCATION ADVISORY COMMITTEE

DATED AND POSTED this _____day of _____2007

By_____

Vince Yanez, Executive Director, State Board of Education
(602) 542-5057

Friday, January 12, 2007, 12:00 pm to 5:00 pm
Fiesta Inn Resort
Prescott Conference Room
2100 S. Priest Dr.
Tempe, AZ 85282

AGENDA
Barbara Border, Chairperson

Welcome and Introductions	Barbara Border	
Approval of December 2006 Minutes	Barbara Border	Action Item
Transition Plan Overview	Helen Bootsma	
	Accountability Section	
➢ Performance Levels o Secondary Level o Postsecondary Level	Helen Bootsma	Action Item
	Narrative Section	
➢ Program Administration	Jan Brite	Action Item
➢ Local Plan o Secondary Level o Postsecondary Level	Karlene Darby	Action Item
➢ Provision of Services for Special Populations	Karlene Darby	Action Item
➢ Accountability and Evaluation	Helen Bootsma	Action Item
➢ Tech Prep Programs	Dennis Fiscus	Action Item
➢ Financial Requirements	Ted Davis	Action Item
➢ EDGAR Certifications and Other Assurances	Milton Ericksen	Action Item
Budget Section	Ted Davis	Action Item
Call to the Public	Barbara Border	

Adjourn

NOTICE OF PUBLIC MEETING
ARIZON STATE BOARD OF EDUCATION
CAREER AND TECHNICAL EDUCATION ADVISORY COMMITTEE

DATED AND POSTED this _____day of _____2006

By_____

Vince Yanez, Executive Director, State Board of Education
(602) 542-5057

Wednesday, February 21, 2007, 1:00 pm to 3:00 pm
CTE Conference Room 500 (5th Floor)
2005 N. Central
Phoenix, AZ 85004

AGENDA
Barbara Border, Chairperson

Welcome and Introductions	Barbara Border	
Approval of December 2006 Minutes	Barbara Border	*Action Item*
Recommendation to approve the Arizona Perkins Transition Plan	Barbara Border	*Action Item*
Call to the Public	Barbara Border	

Adjourn

NOTICE OF PUBLIC MEETING
ARIZONA STATE BOARD OF EDUCATION
CAREER AND TECHNICAL EDUCATION ADVISORY COMMITTEE

DATED AND POSTED this _____day of _____2007

By_____

Vince Yanez, Executive Director, State Board of Education
(602) 542-5057

Thursday, November 15, 2007, 8:30 am to 12:00 pm
Honeywell Aerospace-Phoenix Learning Center
1944 East Sky Harbor Circle North
2102 Building
Phoenix AZ. 85034

AGENDA
Barbara Border, Chairperson

Welcome and Introductions	Barbara Border
Approval of Minutes from July 16, 2007 *Action Item*	Barbara Border
AZ Skill Standards Assessment System	
➢ Overview	Dr. Maggie Mangini Barbara Border
➢ Commission	Carolyn Warner David Bolger Milton Ericksen
➢ Stakeholders	Dr. Maggie Mangini Barbara Border
CTSO and Approved Programs *Action Item*	Dennis Fiscus
Perkins Five-Year State Plan	
➢ Section I Planning List Collaboration I A 3	
➢ Section II Administration - Programs of Study	Helen Bootsma
➢ Section III Special Population Use of the ICTEP	Paulett Ellis
➢ Section IV Accountability and Evaluation Targeted Levels on the Forms	Karlene Darby
Assessments for Perkins	Helen Bootsma
➢ Section V Tech Prep Funding Structure and Priorities	Dennis Fiscus
➢ Section VI Financial Requirements Hold Harmless Percentages	Ted Davis
State Funding for Samplers Placement *Action Item*	Helen Bootsma
High School Graduation Requirements	Jesse Ary
Community College Certificate of Completion	Chester Crandell
CTE Innovations Grant Update	Helen Bootsma
Call to the Public	Barbara Border

Adjourn

NOTICE OF PUBLIC MEETING
ARIZONA STATE BOARD OF EDUCATION
*CAREER AND TECHNICAL EDUCATION ADVISORY COMMITTEE

DATED AND POSTED this _____day of _____2007

By_____

Vince Yanez, Executive Director, State Board of Education
(602) 542-5057

Friday, December 7, 2007, 9:00 am to 12:00 am
And
Tuesday, December 18, 2007, 9:00 am to 12:00 am
CTE Advisory Committee members may elect to teleconference
in to the meeting, but the public is invited to attend the meeting at:
2005 N. Central
CTE Conference Room 500 (5th Floor)
Phoenix, AZ 85004

AGENDA
Barbara Border, Chairperson

Welcome and Introductions	Barbara Border
Accountability and Evaluation Targeted Levels	Helen Bootsma
Financial Requirements Hold Harmless Percentages	Ted Davis
Call to the Public	Barbara Border

Adjourn

NOTICE OF PUBLIC MEETING
ARIZONA STATE BOARD OF EDUCATION
*CAREER AND TECHNICAL EDUCATION ADVISORY COMMITTEE

DATED AND POSTED this _____day of _____2008

By_____

Vince Yanez, Executive Director, State Board of Education
(602) 542-5057

Friday, January 4, 2008, 9:00 am to 12:00 am
CTE Advisory Committee members may elect to teleconference
in to the meeting, but the public is invited to attend the meeting at:
2005 N. Central
CTE Conference Room 106 (1st Floor)
Phoenix, AZ 85004
Phone: (602) 542-5281

AGENDA

Barbara Border, Chairperson

Welcome and Introductions		Barbara Border
Approval of Minutes from December 7 and December 18, 2007		Barbara Border
Perkins State Plan Section I – Timeline		Helen Bootsma
Perkins State Plan Section II - Program Administration	Action Item	Jan Brite
Perkins State Plan Section III - Special Populations	Action Item	Karlene Darby
Perkins State Plan Section IV - Accountability and Evaluation and Targeted Level	Action Item	Helen Bootsma
Perkins State Plan Section V - Tech Prep Programs	Action Item	Dennis Fiscus
Perkins State Plan Section VI – Financial Requirements and Budget Forms	Action Item	Ted Davis
Hold Harmless Recommendation	Action Item	Ted Davis
Reorganization of Certification Committee	Action Item	Barbara Border
Innovative CTE Programs Grant Summary		Helen Bootsma
Proposed 2008 Advisory Committee Meeting Dates (please have access to your calendars)		Barbara Border
Call to the Public		Barbara Border

Adjourn

NOTICE OF PUBLIC MEETING
STATE BOARD OF EDUCATION
Career and Technical Education (CTE) Advisory Committee to the Arizona State Board for Vocational and Technological Education

DATED AND POSTED this _____day of _____2008

By_____

Vince Yanez, Executive Director, State Board of Education
(602) 542-5057

Tuesday, January 29, 2008, 9:00 am to 11:30 am

CTE Advisory Committee members may elect to teleconference in to the meeting, but the public is invited to attend the meeting at:

Arizona Automotive Dealers Association
4701 N. 24th Street
Suite B3
Phoenix, AZ 85016

AGENDA
Barbara Border, Chairperson

Welcome and Introductions		**Barbara Border**
Approval of Minutes from January 4, 2008	Action Item	**Barbara Border**
Perkins State Plan Section I – Timeline	Action Item	**Helen Bootsma**
Perkins State Plan Section II - Program Administration	Action Item	**Jan Brite**
Perkins State Plan Section III - Special Populations	Action Item	**Karlene Darby**
Perkins State Plan Section IV - Accountability & Evaluation and Targeted Levels	Action Item	**Helen Bootsma**
Perkins State Plan Section V - Tech Prep Programs	Action Item	**Dennis Fiscus**
Perkins State Plan Section VI – Financial Requirements and Budget Forms	Action Item	**Ted Davis**
Call to the Public		**Barbara Border**

Adjourn

Schedule of Public Hearings

Following are the meeting sites and contacts:

BENSON
January 9, 2008, 6-8 p.m.
Benson Center,1025 State Route 90
Benson, AZ
Contact: Judith Doerr, Director Curriculum, Learning and Assessment-Cochise College

FLAGSTAFF
January 10, 2008, 5:30-7:30 p.m.
Sinagua High School
3950 E. Butler Avenue
Flagstaff, AZ 86004
Contact: Doug Allan, Career and Technical Education

TUCSON
January 14, 2008, 6-8 p.m.
Pima Community College-Downtown Campus, Amethyst Rm.
1255 N. Stone Ave.
Tucson, AZ
Contact: Mary Jondrow, PhD., Director Pima and Santa Cruz Tech Prep Consortium

PHOENIX
January 15, 2008, 9-11 a.m.
Arizona Department of Education
2005 N. Central
Phoenix, AZ
Contact: Evelyn Wiley, CTE Program and Project Specialist

Appendix K

NOTICE OF PUBLIC HEARING
ARIZONA STATE BOARD FOR VOCATIONAL AND TECHNOLOGICAL EDUCATION

(Representatives from the Arizona Department of Education's Career and Technical Education section and Local CTE staff will be in attendance. The Arizona State Board of Education will not be present.)

DATED AND POSTED this 9th day of January 2008

By_____

Vince Yanez, Executive Director, State Board of Education
(602) 542-5057
Time:
Location:
xxxxxxxxxxxxxxxxxxxxxxxxxxxx
Contact: Mark Pollock
(602)364-2475

This hearing is being held to afford all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations) an opportunity to present their views and make recommendations regarding the Carl D. Perkins Career and Technical Education Act of 2006 and specifically Arizona's Perkins Five-Year State Plan. The approximately $23 million Plan funds a large percentage of Arizona's Career and Technical Education programs.

WELCOME

SAMPLE

Public input

Adjourn

Public Hearing E-Mail Notice for Input and Plan Posting

From: Pollock, Mark
To: K-12 Superintendents; High School Principals; State Plan Work Group; Local Directors; Tech Prep Supervisors; CTE State Advisory Committee; CTE Management Team; JTED Superintendents
Subject: PERKINS PLAN POSTING AND PUBLIC HEARING UPDATE

Greetings: The CTE unit of ADE would like to announce that the draft of the Perkins Five-Year State Plan is now available. It is in PDF format and is approximately 2.9 MBs in size.

http://www.ade.az.gov/cte/downloads/StatePlan.pdf

Input will be accepted on the Plan until Jan. 16. and all are encouraged to do so.

Submit comments and/or questions to: Mark.Pollock@azed.gov

Also, the following is the updated list of Perkins Plan Public Hearings. These will be the only hearings held:

BENSON
January 9th, 2008, 6-8 p.m.
Benson Center,1025 State Route 90
Benson, AZ
Contact: Judith Doerr, Director Curriculum, Learning and Assessment-Cochise College

FLAGSTAFF
January 10th, 2008, 5:30-7:30 p.m.
Sinagua High School
3950 E. Butler Avenue
Flagstaff, AZ 86004
Contact: Doug Allan, Career and Technical Education, Flagstaff Unified District

TUCSON
January 14th, 2008, 6-8 p.m.
Pima Community College-Downtown Campus, Amethyst Rm.
1255 N. Stone Ave.
Tucson, AZ
Contact: Mary Jondrow, PhD., Director Pima and Santa Cruz Tech Prep Consortium

PHOENIX
January 15th, 2008, 9-11 a.m.
Arizona Department of Education
2005 N. Central
Phoenix, AZ
Contact: Evelyn Wiley, CTE Program and Project Specialist

Thank you.

Mark Pollock
Perkins State Plan Project Specialist
Arizona Department of Education
CTE Unit

Appendix K

Benson Perkins Plan Public Hearing Sign In
January 9, 2008

Name/Organization	Signature
1. Cochise College - Tech Prep	[illegible]
2. Cochise College	Sheila DeVoe Heilman
3. Cochise College - Clyne Namuo	[illegible]
4. " " Alma Hunt	[illegible]
5. Cochise College Randy Fox	[illegible]
6. Cochise College	Darlene Spoon
7. Willcox High School	[illegible]
8. San Simon Schools	[illegible]
9. Cochise College	Karen Nicolemus
10. DOUGLAS USA #27	B. [illegible]
11. Cochise College	Judith Dorr
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Flagstaff Perkins Plan Public Hearing Sign In
January 10, 2008

Name/Organization	Signature
1. Jeanne Gillespie Williams High School	Jeanne Gillespie
2. DOUG ALLAN - FLAGSTAFF	Doug Allan
3. Karen Weber Grand Canyon	Karen Weber
4. Ann Black - CCC	Ann Black
5. Monica Baker - CCC	Monica Baker
6. Janet Chalberg - Flagstaff/CCC	Janet Chalberg
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Appendix K

Tucson Perkins Plan Public Hearing Sign In
January 14, 2008

Name/Organization	Signature
1. Pima Community College	Terry Forster
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Phoenix Perkins Plan Public Hearing Sign In
January 15, 2008

	Name/Organization	Signature
1.	Nou Cannell - Tempe Union HS Dist	N Cannell
2.	Paradise Valley Unified S.D.	Tony Maldonado
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Public Hearing Comments and Recommendations

Section I. Planning, Coordination and Collaboration Prior to Plan Submission

1. Multiple comments were made about the involvement of The Workforce Investment Act of 1998 (WIA) Board. A desire for a collaborative effort between CTE and youth services offered under WIA was expressed. The opportunity for WIA to involve themselves collaboratively with CTE and assessments was pointed out. WIA focuses on work…going from welfare to work. Not necessarily specific occupations, just occupations in general.
2. Expand statewide collaboration efforts between WIA and CTE.

Section II. Program Administration

1. Commenter heard that community colleges do not want to participate in CTE because of the amount of work required for the limited funds available for CTE programs.
2. There needs to be a CTE funding facts sheet stating clear and allowable expenditures.
3. Concern was expressed about a possible non-funded mandate. Can Perkins funds be used for CTSO affiliation memberships (individual versus group)? JTED money is OK, but not everyone has JTED funding available.
4. If you are encouraging CTSO participation, funds should be available to use on CTSO activities.
5. What happens if the secondary level puts forth the effort but community colleges don't participate in the Program of Study?
6. Don't rule out a postsecondary program as a Program of Study because there is not a secondary program. Since there is only a minimum of one program of study, will this be an issue?
7. Strengthen programs by combining business/advisory counsels for high schools and community colleges. This will enhance the Programs of Study for students in Perkins programs and help coordinate efforts at both levels.
8. What are current postsecondary faculty requirements?
9. Make certification easier as it is too cumbersome now.
10. Continue staffing certification with people who have a CTE background. It appears we are making strides in the right direction to assist with CTE certification by having individuals with knowledge.
11. Support the re-evaluation of CTE teacher certification requirements. Teachers need the history and philosophy of CTE and the related teaching pedagogy. Also, provide classroom management for teachers from industry.
12. ADE needs to increase support for postsecondary professional development. There is little incentive for postsecondary faculty to attend conferences due to a lack of applicable opportunities.
13. Expand and identify what will be done for "pre-service" teachers in reference to professional development.
14. There was a positive opinion on the value of participating in a Program Assessment Review (PAR) with the help of the ADE and the participation of professionals outside of one's own district. It was noted that the PAR process will be expanded in the near future to include postsecondary institutions. There was some concern about what this will involve.
15. Encourage districts to have teachers report standards and tracking at the local level even though the standards are in place on a state level. A proactive component of self-monitoring is always good for districts.

16. Reference to high school graduation should be removed from postsecondary verbiage since you do not need to be a high school graduate to pursue postsecondary opportunities.
17. Need to add verbiage that explains how “new and emerging” programs are determined (what is it based on?) and clarify the unique procedure from standard program determination. In determining New and Emerging Program, the “procedure” is the same as all other programs, but is not based on past performance because there is none. How are you going to measure “continuous improvement?”
18. If a new CTE program is created, involve community colleges during program development. Typically, business and industry are involved, but the community college is not always included in that planning process. Increased communication and involvement with community colleges in the planning process would improve dual enrollment, credits, etc.
19. How often do districts have to “keep current and align” with business and industry requirements? A concern was expressed that changing the standards too often is making it difficult for district implementation of industry standards.
20. Eliminate references to AZCIS and keep them general references.
21. JTED promotes AzCIS funding heavily, people like it and the consensus is to keep it going. Who will fund it (AzCIS) if the state no longer supports it? Who will oversee AzCIS if ADE does not support it or fund it?
22. Why is the associate of arts degree the only one listed? Is that used generically or should the Plan list all associate degree and certificates (e.g., AAS, AS).
23. Recommendation that the State determine which CTE programs/courses could be used for academic credit.
24. Discussed the challenge of integration of academic and CTE skills at the post-secondary level, which led to a discussion of (1) the need to have stronger pathways from high school to community college to university for CTE students, (2) the need to be explicit about what gen ed skills are being taught in CTE classes, (3) the assessment of those skills, and (4) the value of good alignment of curricula between the high schools and the colleges. There was also some discussion about how best to ensure that our high school CTE students are indeed college-ready.
25. A substantial amount of time was devoted to discussing the need to improve high school-community college connections in CTE areas. Although there are many areas of cooperation and the Tech Prep program is active, Cochise College could be doing more outreach to the high schools. There was discussion about (1) the strength of the articulation process through Tech Prep, (2) the added benefits of dual enrollment, (3) the desire for statewide articulation, (4) the need for better communication among postsecondary CTE programs throughout the state, and (5) the hope that there will be something designed and geared toward postsecondary CTE programs that will support program improvement and accountability for Perkins IV. Such connections already exist for secondary programs through the Local Director Meetings and the summer conference. It was noted that the Perkins plan should encourage more flexibility and increased dialogue between the high schools and the community colleges.

Section III. Provisions of Services for Special Populations

1. What about special population students who are not native-English speakers?
2. Concern was expressed about special population students passing the CTE assessment. Should they even be part of the population counted for this measure?
3. Will we be accountable for special population students (SPED) who take the CTE assessment and do not pass? The SPED and ELL kids will negatively affect the results of Performance Measures. What about an exemption? The course has been modified for these SPED and ELL kids but the assessment is not?
4. ADE/CTE needs to provide specific direction following OCR guidance for special populations.
5. If a student needs to self-identify, how can this legally be done?

Section IV. Accountability and Evaluation

1. Concern was expressed that the criteria for industry recognized standards is not clearly defined to be local or national in the Five-Year State Plan Draft. Local business/industry groups often do not agree on the standards necessary within their field. Often, their expectations are based on business needs within the local economy and may not enable students to take their skill into the national economy. Concerted effort must be made to establish the expectations of business and industry relative to program standards. Business and industry must be consulted and have an opportunity to establish standards relative to their needs.
2. Strong input from business and industry partners is necessary regarding the standards used to judge the quality of programs.
3. The value of having good assessments was discussed, especially when CTE and general education can be integrated and assessed. The discussion included ideas on how best to integrate and evaluate these areas in secondary and postsecondary CTE programs. There was a general agreement that it is a challenge to get this done, but that it is worthwhile.
4. The academic, technical and work readiness assessments were discussed and included:
    - The value of having good assessments, especially when CTE and general education can be integrated and assessed.
    - Ideas on how best to integrate and assess these areas in secondary and postsecondary CTE programs. There was a general agreement that it is a challenge to get this done, but that it is worthwhile and a "good thing."
    - Technical skill and work readiness assessments, currently being written for secondary CTE programs (assuming they are based on National Skill Standards and Industry-recognized credentials), and what their relationship should be to postsecondary CTE programs as preparatory work toward the credentialing required by postsecondary CTE student completers in Perkins IV.
5. The value of exploring what other states have been doing with regard to assessments and the importance of developing/using assessments that have validity in the external world and that actually represent student skill attainment was expressed.
6. The use of one state-wide system by ADE for gathering all data. Why couldn't ADE develop something similar with VDMS?
7. The online assessment does not necessarily show skill level or attainment with the CTE programs.
8. There are too many resources spent on developing assessments for secondary level and not enough on postsecondary assessments. Will assessments be developed for the postsecondary level? Will there be special contracts for postsecondary individuals to develop assessments or are they expected to do it on their own? Will there be a team or has it been addressed at all?
9. Comment was made that the revised concentrator definition is not congruent with those listed.
10. Please have State board approve definition of concentrator with 2 transcripted credits.
11. Postsecondary application needs to be revised so that it better reflects the approach and operations of CTE in community colleges.

Section V. Tech Prep

1. Support for Tech Prep programs was expressed as well as concern about continued financial support adequate to serve the large number of students in Pima and Santa Cruz counties. Concerns about continued funding and praise of the Tech Prep program was echoed by other attendees.
2. Two letters supporting Tech Prep and its value were submitted by the Pima county school superintendent and the executive director of the Metropolitan Education Commission in Tucson.
3. Tech Prep will add strength to the articulation process.
4. Are we substituting dual enrolment for articulation agreements?
5. Stronger pathways from secondary to postsecondary including dual enrollment.
6. The value of good alignment of curricula between secondary and postsecondary and how best to ensure that our high school CTE students are indeed college-ready.

Section VI. Financial Requirements

1. Five-Year Plan should take into account the effort devoted to student success, regardless of the size of rural school populations, so rural districts are not financially disadvantaged because of their size.

Section VII. Edgar Certifications and Other Assurances

1. No comments

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction
October 11, 2007

Dear Business, Industry, and Community Leaders:

President Bush signed the Carl D. Perkins Career and Technical Education Improvement Act on August 12, 2006. Arizona's Transition Plan was submitted and approved by the Division of Academic and Technical Education at the United States Department of Education in May, 2007.

It is my pleasure to invite you to participate in an Arizona Department of Education Career and Technical Education (CTE) Town Hall meeting in your community. The CTE section is now beginning to prepare the Five-Year Plan to implement rigorous CTE programs in Arizona. The new law states that you are one of the valuable stakeholder groups who should participate and provide input in the development of the Five-Year Plan.

I am pleased to invite you to participate in the CTE Town Hall: Issues that Matter to Business, Industry, and Community meeting scheduled at follows:

TIME:
LOCATION:

SAMPLE

As you may know, the expansion of rigorous CTE programs infused with academic skills is one of my top initiatives. I value the academic and technical relevance of CTE programs that prepare students for continuous learning and workforce success. CTE is critical to the economic vitality in your community and our State.

I look forward to reviewing the Five-Year Plan for CTE in January, 2008. Thank you for your time and valuable contributions.

Sincerely,

Tom Horne

Tom Horne

Business and Industry Town Hall Schedule

The Career Technical and Education Division of the Arizona Department of Education conducted five Town Hall B and I Meetings between Oct.,4th 2007 and Oct. 25, 2007 at five different locations throughout Arizona. These hearings were held to allow business and industry representatives and organizations the opportunity to make inquiries and recommendations as well as comment about Arizona's five-year plan for implementing the Carl D. Perkins Career and Technical Education Act of 2006.

Following are the meeting sites:

YUMA
October 4th, 2007
Yuma Private Industry Council Board Room, 3834 W. 16th Street, Yuma, AZ.

TUCSON
October 16th, 2007
Jim Click Ford Inc. Conference Rm., 6244 E. 22nd Street.
Tucson, AZ

FLAGSTAFF
October 23rd, 2007
Coconino Community College Lone Tree Campus, 2800 S. Lone Tree Road
Flagstaff, AZ

PHOENIX
October 24th, 2007
Phoenix Chamber of Commerce
201 N. Central Ave.
Phoenix, AZ 85004

EAGER
October 25th,2007
Eagar One Stop, 74 S. Main St., Ste. 7
Eagar, A

Appendix L

Arizona Department of Education
Career and Technical Education Town Hall
Issues that Matter to Business and Industry

1. Describe a high quality secondary and postsecondary Career and Technical Education (CTE) program.

2. What knowledge and skills should CTE teach to keep Arizona competitive?

3. How should CTE strengthen the partnerships with the business community?

4. What evidence do you see of coordination/connection between secondary and postsecondary education? How could coordination be expanded?

5. What could the business community do to support career plans for all secondary students?

Yuma CTE Town Hall
October 4, 2007

Name/Organization	Signature
1. JOHN MORALES YPIC - Yuma Private Industry Council	John Morales
2. Pam Warren EC III - Contractor at Yuma Proving Ground	Pamela G. Warren
3. Yuma Union H.S. Dist #70 Harold Kirchner	[illegible]
4. Pat Romant YPIC - Yuma Private Industry Council	Pat Romant
5. DONNA Phipps APS - Arizona Public Service	Donna Phipps
6. Co. Supt. Thomas Tyree - County School Supt. (Yuma County)	Thomas O'Tyree
7. KIRSTEN BROCK SWG - Southwest Gas Corp.	Kirsten L Brock
8. KEN ROSEVEAR Chamber of Commerce	[illegible]
9. Chris Cameron GYEDC - Greater Yuma Economic Development Corp.	[illegible]
10. VONNIE NICKLAUS NEI/AW West 11. VON@NEIAW.COM.	Evonne Nicklaus
12. Andy Renkey Johnson Controls	[illegible]
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Tucson CTE Town Hall
October 16, 2007

Name/Organization	Signature
1. MIKE McAFEE - AADA	
2. Daryl Koeppel - Jim Click Automotive	
3. Kate Brooks TMC	Kate Brooks
4. Cheryll Frazier Tucson Chamber of Commerce	
5. Susan Malen Intern TUCSON Chamber of Commerce	
6. Josh Faryas Intern Tucson Chamber of Commerce	
7. TERRY FORSTER PIMA C.C.	
8. STEVE PETERS METROPOLITAN EDUCATION COMMISSION	
9. Matt Rademacher Jim Click	Matt
10. Beth Francis TMC	
11. Kathy Pearher TUSD	
12. Wayne Peate JTED	
13. Sharon Collins	Sharon Collins
14. Larry Copenhaver	
15. DON KOTT / TUCSON FRAME + BODY	
16. Bob Schlanger ASA / JTED P&I	
17. Anthony Camille	
18. ALEX JACOME	SAHBA / JTED
19. Steve Nash	Pima Co. Pub Soo.
20.	

Tucson CTE Town Hall
October 16, 2007

Name/Organization	Signature
21. Pima County Small/ Business Comm.	Ken Goodman
22. Brian Forstall TUSD	
23. Paula Stuhl Tucson Chamber	
24. Joe Snell TREO	
25. Chris Weiss TREO / Netcomm	
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Flagstaff CTE Town Hall
October 23, 2007

Name/Organization	Signature
1. John Grahame – Coconino County	John Grahame
2. Carol Curtis – Coconino County	Carol Curtis
3. Christine Mayer – WIB Chair	CMayer
4. Ann Black – Sports/Tech Prep Mgr.	
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Phoenix CTE Town Hall
October 24, 2007

Name/Organization	Signature
1. Andrea Flucker Arizona Charter Schools Association	Andrea Flucker
2. Anna Lopez Phoenix College	Anna M Lopez
3. Jim Valencia city of Phoenix	Jim Val
4. CHAD DOWNSTRA MARICOPA COMM. COLLEGES	
5. Christopher Ingle Gust Rosenfeld, PLC	
6. STAN COOPER Inst. of CONSTRUCTN MGMT & TECH	
7. Chandra Haken PHOENIX COLLEGE	Chandra Haken
8. Sherman Jennings The Boeing Co.	Sherman A. Jennings
9. MAXINE JONES AMN	
10. Ray Rubio AMN Future Fab Precision Machining	Ray Rubio
11. Mark Weathers Excalibur Precision Machining	
12. FRED LOCKHART APSA	
13. William C Brown TALLHOUSE CONSULTING, HCI	
14. Suzanne Taylor Arizona Chamber	Suzanne Taylor
15. Erin Hart Gov's office	Erin Hart
16. Jonathan Lindsey Fennemore Craig	
17. Katrina Schneider Procter & Gamble	Katrina Schneider
18. Gabriel Rushing Greater Phoenix Chamber of Commerce	
19. Nancy Norman SUMCO Phx. Corp.	Nancy Norman
20.	

Arizona Workforce Connection

One Stop Employment and Training Opportunities

Eager, Arizona

WIB BOARD MEETING

Sign in Sheet 10-25-07

BOARD MEMBERS

01) Gertrude Bartlett Gertrude Bartlett

02) Peggy Belknap Peggy Belknap

03) Tom Chacon Thomas R. Chacon

04) Roxanne Dean Roxanne Dean

05) Michael Downs Michael Downs

06) Gordon Emerson

07) Darlene Fraley Darlene Fraley

08) Laurie Frost

09) Cynthia Furrh Cynthia Furrh

10) Roxanne Gomez

11) Karen Houston – CINDY NICOLDS/proxy

12) Karalea Kowren – Melissa Webb/proxy

13) Jack Latham

Navajo and Apache Counties Workforce Partnership

Arizona Workforce Connection

One Stop Employment and Training Opportunities

Eager, Arizona

WIB BOARD MEETING

Sign in Sheet 10-25-07

BOARD MEMBERS

14) Ken Light _____

15) Jeannie McClaran _____

16) Fran McHugh _____

17) Dana Overson _____

18) Patty Reidhead _____

19) Bob Seymour _____

20) Donna Slade _____

21) Byron Smith _____

22) John Sorenson _____

23) Walter Tomlinson _____

24) Todd White _____

Arizona Workforce Connection

One Stop Employment and Training Opportunities

Eager, Arizona

Sign in Sheet 10-25-07

STAFF

01) Gail Sadler
02) Tina Gamboa
03) Rondi Moore
04) Sharon Macedo
05) Valarie Abeyta
06) Teri Neff
07) Brianna Laney
08) Brenda Attakai
09) Paul Barreiro
10) Mike Koenig

GUEST

01) John Baxter
02) John Bingham
03) MIKE FRENCH Mike French ADE Workfor. Dev.
04) Rochelle Larry
05) David Hansen - NPC
06)
07)
08)
09)
10)

Arizona Department of Education
Town Hall Comments

Yuma, AZ

1. Describe a high quality secondary and postsecondary Career and Technical Education (CTE) program.

   a) Welding – dual credit @ H.S. and Community College (certification, A.A., etc.). Many job opportunities in the community with good wages, but good compensation/ benefits packages are not as readily available in addition to good wage jobs in this field.
   b) Construction Trades Program @ A.W.C. – Certificate program with opportunity for A.A. degree. B.A. in Business might be a continuing education interest for the graduates from the Construction Trades programs.
   c) Data suggests that CTE students accomplish higher scores on AIMS/performance tests than students who are not involved in such programs.

   Lack of local control is a barrier. Too many requirements from AIMS create situations in which we are unable to be creative enough to encourage well-rounded individual students. The local areas should be allowed to operate the way in which business operates – local area schools should be allowed to set up programs the way that it works best – only the locals know what works locally. AYP and AIMS are top priority in the education system. If these scores are not met, the schools go into correctional period, which may eventually lead the school into re-structuring (people actually lose their jobs, etc.).

2. What knowledge and skills should CTE teach to keep Arizona competitive?

   a) Good solid course in "understanding autocad."
   b) Need well-balanced employees, so courses in such categories as arts, communications, liberal arts, etc… are necessary to students in order to have professional workers.
   c) Need "soft skills" provided to students pre-secondary (communications, teamwork/cooperation, customer service. Waiting until high school and college is not very effective. Start early.

3. How should CTE strengthen the partnerships with the business community?

   a) Strengthen business community connection with secondary and post-secondary Career and Technical Education program. What are the business people looking for in the curriculum for the CTE programs?
   b) Community College support to the faculty and students for the post-secondary CTE.
   c) Currently, Secondary and Post-Secondary share a Joint Advisory Team, but they must meet more often in order to accomplish change.
   d) Need open communication between business community and those who write and affect curriculum. There are several groups working toward this at this time in Yuma County (i.e. Yuma Business and Education Coalition, etc.).
   e) Need a direct pathway for education and business community to communicate and develop programs to specifically address the needs of local businesses. When business community gives input, the education community should respond by making changes to curriculum and programs; however, many school laws and programs (i.e. NCLB – a federally mandated program) have taken such a precedence in the secondary education schools that it is difficult to spend enough time on the education/skills needs identified by the business community. AIMS and NCLB requirements affect graduation; therefore, these issues take much higher precedence than any other.
   f) Students may not acquire enough credits in Auto Mechanics, Welding, Shop, etc. for graduation requirements.
   g) Yuma Community could work with Board of Regents regarding requirements of admission to college (currently only Fine Arts, but Practical Arts could be added).
   h) Increasing the requirements for entrance to college doesn't serve a purpose unless graduation requirements are also increased.
   i) Students need support and encouragement from the business community to involve them early on in their education. The public could role model and encourage students by showing them opportunities in the local area so they'll stay here instead of moving away.
   j) More university presence is needed in community.
   k) If the top students intend to go out-of-the-community for their education, what can the community do to encourage them to return to Yuma after they've accomplished their degrees? "Grow Your Own" by assisting with education costs, internships, etc. – business community needs to make the investment in order to keep these young people in the area. If the community supports the students during the course of their education, the student is more likely to return.

l) Post-secondary programs should frequently communicate with business community individuals ; however, if the right people are not invited to the meetings, and the meetings are not frequent enough, the communication doesn't happen.
m) Who are the partners in the business/education community? If we don't formulate the groups who make the decisions and create the changes to include the proper individuals, there will be no accomplishment. It is difficult to get business people involved because their requests/comments have been ignored so long and because everyone is busy.

4. What evidence do you see of coordination/connection between secondary and postsecondary education? How could coordination be expanded?

a) Encourage students to invest in the local community after completion of their education/training.
b) If a student is interested in a four-year degree, they are generally not interested in Yuma because four-year college programs locally are very, very limited.
c) Are students graduating from secondary institutions with the appropriate "main" skills (math, reading, science).
d) The community has "dis-invested" from Voc/Ed by the lack of resources for the lower ranked achievers in secondary and community college programs.
e) Schools have become burdened from rules and regulations to the point that they cannot get their work done. In the business world, this would not be allowed – it would be changed, or someone would get fired.
f) Current discussion on the interest, dynamics, and benefits of Joint Technological Education District (JTED).

5. What could the business community do to support career plans for all secondary students?

a) Career Plans should give students a solid "map" so that they will have a good basic foundation in career opportunities. Shouldn't this begin at the Jr. High level?
b) Educational community must find ways to inspire students to invest in CTE programs, as well as in soft skills instruction. Students should be encouraged to stay (or return to) the local community. etc. If they have a foundational knowledge of the opportunities available to them in the local community, they're more inclined to remain here.
c) Schools are reinforcing some of the "soft skills" that SHOULD be taught in the home, pre-secondary (integrity, customer service, ethics, etc.).
d) Student success depends on these items:
e)
i.) Parental Guidance and Support
ii.) Proper peer pressure
iii.) Access to the right type of education.
iv.) Having the right information about the right type of education.
v.) Motivation.

e) Businesses could assist in financial support of faculty for vocational programs (because the state doesn't fund high enough wages to attract qualified staff), in order to create successful vocational programs that will attract students, etc.
G) Grow the successful vocational programs (as satellite programs) using the JTED model.
f) Cooperation between schools/facilities to provide space and facilities.
g) Business people might be encouraged to provide instruction in courses in the schools, and they could be paid by their own companies, and the teacher of record (highly qualified) would be the educator in charge of the classroom.

Arizona Department of Education
Career and Technical Education Town Hall
Issues that Matter to Business and Industry

Tucson, AZ

1. Describe a high quality secondary and postsecondary Career and Technical Education (CTE) program.

    a) Includes mandatory job shadowing and internships.
    b) Includes integration of math and English (applied academics).
    c) Applied math is part of curriculum (credit).
    d) Industry certified and validated program.
    e) Meets measurable goals.
    f) Uses uniformed, standard delivery across district and subjects.
    g) Delineates curriculum.
    h) Includes end of program testing.

2. What knowledge and skills should CTE teach to keep Arizona competitive?

    a) Teach soft skills including, problem solving skills, people skills, job skills and software skills.
    b) Teach career awareness, exploration and planning.
    c) Establish opportunities to develop specific pathways.
    d) Enhance hands on opportunities.
    e) Include pathway/ladder to career path.
    f) Use measurable criteria for CTE areas.
    g) Ensure every student has opportunity for CTE.
    h) Support standardized career centers in every school.

3. How should CTE strengthen the partnerships with the business community?

    a) Examine approaches of industry personnel entering education field.
    b) Develop recruitment strategies for inbound CTE teachers.
    c) Explore opportunities for financial assistance with smaller businesses.
    d) Develop appropriate work-based learning tools for business.
    e) Integrate industry standards into curriculum.
    f) Update/educate councilors on current employment requirements and opportunities.
    g) Change “Academia” culture in the counselors’ office.

    h) Initiate “Career Day” for students to talk with industry personnel.
    i) Enhance communication between industry personnel and CTE instructors for greater understanding of relevant subjects and industry status.
    j) Communicate needs of CTSOs to Trade Associations and Chambers of Commerce.
    k) Review facility and capacity issues with business e.g., job shadowing, internships.

4. What evidence do you see of coordination/connection between secondary and postsecondary education? How could coordination be expanded?

    a) Integrate pathways between secondary and postsecondary.
    b) Begin career planning early.
    c) Initiate secondary and postsecondary “Career Nights.”
    d) Build Career Ladders for all students with exit points (lateral ladder).
    e) Permit dual enrollment that includes credit at community colleges.
    f) Provide postsecondary career information at private/for-profit schools.

5. What could the business community do to support career plans for all secondary students?

    a) Commence career planning early.
    b) Utilize business support to increase the student-to-counselor ratio.
    c) Expand Staff development for new Business and Industry teachers to prepare them for classroom support system.

d) Instill CTE facts and culture in parents of CTE students.
e) Investigate European-style career tracking.
f) Promote field trips at elementary level to increase career knowledge.
g) Assemble and utilize advisory committee on monthly basis.

Arizona Department of Education
Career and Technical Education Town Hall
Issues that Matter to Business and Industry

Flagstaff, AZ

1. Describe a high quality secondary and postsecondary Career and Technical Education (CTE) program.

    a) Must be a pipeline system
    b) Strengthen rigorous academics within CTE, i.e, get Drafting and Algebra credit for Drafting course. Problem—that university recognizes the cross credit
    c) Have relevant work-based learning available for all programs
    d) Career coordinator at each school in addition to counselors and teachers
    e) Top-down approach to programs—baccalaureate, to community college level, to high school level

2. What knowledge and skills should CTE teach to keep Arizona competitive?

    a) Green building and energy efficient construction technologies
    b) Sustainability features within all programs
    c) Use existing assessments wherever possible
    d) Proficiency in soft skills
    e) Workkeys as a viable option for soft skills
    f) Knowledge of emerging technology
    g) Empowering students to take charge of their career plans from high school onward
    h) Emphasize entrepreneurial skills and home-based business opportunities

3. How should CTE strengthen the partnerships with the business community?

    a) Make specific requests through local business organizations (e.g., Chamber of Commerce/Rotary) for business partnerships
    b) Encourage businesses to provide work-based learning experiences. CTE should provide the tools to business to implement them successfully
    c) Provide work-based learning training for both business and teacher partnerships
    d) New CTE programs planning include all regions of the state
    e) Partnerships take time. Teachers need help. It is a year-round activity; e.g,, designate CTE staff person to facilitate partnerships

4. What evidence do you see of coordination/connection between secondary and postsecondary education? How could coordination be expanded?

    a) Dual Enrollment
    b) Centralized delivery
    c) Summer school academy

5. What could the business community do to support career plans for all secondary students?

    a) Create a career plan for all secondary students
    b) Showcase examples of success with special populations
    c) Entertain the business community to have dialogues with the local school board.

Appendix L

Arizona Department of Education
Career and Technical Education Town Hall
Issues that Matter to Business and Industry

Phoenix, AZ

1. Describe a high quality secondary and postsecondary Career and Technical Education (CTE) program.

   a) Ensures graduates have necessary “soft” and technical skill sets.
   b) Updated frequently to generate top skills.
   c) Teaches students on industry standard, current software.
   d) Equipped with relevant, up-to-date equipment.
   e) Teaches practical, problem solving skills. Uses case studies to do so.
   f) Accessing and using Labor market Information.
   g) Provides pathway information to available jobs and Careers.
   h) Produces measurable results.
   i) Utilizes state-of-the-art technologies.
   j) Identifies and serves at-risk students.
   k) Includes dual enrollment credit and articulation.
   l) Has sustained funding.
   m) Documents teachers’ current, practical skills aligned with Business and Industry.

2. What knowledge and skills should CTE teach to keep Arizona competitive?

   a) Soft skills i.e., leadership, problem solving, communication.
   b) Current skills for Business and Industry.
   c) Pathway development for students and occupational knowledge.
   d) Labor Market Information drive programs.
   e) Understanding of employee value to the bottom line.
   f) Customer service skills.
   g) Transitional, critical thinking.
   h) Personal value/self efficacy.
   i) Transferable academic skills that apply to CTE and business settings.
   j) Career management skills along with corporate coping abilities.
   k) Team building and community investment.
   l) Value of education.

3. How should CTE strengthen the partnerships with the business community?

   a) Trained faculty postsecondary/cost factor matching/state funding.
   b) Non-duplication of programs.
   c) Recruiting Business and Industry faculty for schools.
   d) Bring teachers into industry.
   e) Comm. From Business and Industry to students/parents. Information sources.
   f) Private for profit— Proactive with Business and Industry model.
   g) Market careers with industry tools e.g., Battle Bots.
   h) Business and Industry mentor-generational gap.
   i) Create jobs e.g., nursing assistant, medical billing, for students.
   j) Centralization of program and business needs.
   k) Stay current and/or be ahead of Business and Industry needs i.e., emerging programs.
   l) Identify best practices— CTE presence and communication initiatives.
   m) Students need real world assignments with Business and Industry.
   n) Business communication project for students.
   o) WIA— SMR program i.e., Pharmacy Technician — Shadowing— pay/stipend.
   p) Required, on the job training and work-based learning for <u>all</u> CTE students.
   q) Seek out B and I partnerships to fund tuition reimbursement and school programs.
   r) Customize courses to specific Business and Industry needs and businesses.
   s) Eliminate barriers to interaction with Business and Industry.
   t) Increase relationships with associations and chambers.

u) Consider Business and Industry (as well as CTE students) CTE customers. Survey to meet customers needs.
v) Encourage CTE student feedback to schools after they are in the workforce.

4. What evidence do you see of coordination/connection between secondary and postsecondary education? How could coordination be expanded?

a) K-12 Students lack career pathway information and leave school without necessary career information.
b) Program of Study career plan.
c) Parents need career development information.
d) Counselors need Labor Market Information.
e) Dual enrollment funding is a barrier as is credit transfer to other educational entities.
f) Coordination needs more flexibility in delivery options.

5. What could the business community do to support career plans for all secondary students?

a) Assume personal responsibility to make a difference in students' lives.
b) Support students organizations and activities.
c) Increase Business and Industry school contacts and to begin partnerships.
d) Market Business and Industry jobs (like CSI).
e) PASS program— provides internships to teachers.
f) Campaign for Caring (health care model). The pipeline/system needs to be ready. Map out goals.
g) Undocumented students will continue to drop out of school.

Arizona Department of Education
Arizona Career and Technical Education Town Hall
Issues that Matter to Business and Industry

Eager, AZ

1. Describe a high quality secondary and postsecondary Career and Technical Education (CTE) program.

    a) Industry-recognized national certification.
    b) Active coordination w/ formal registered Apprenticeship programs.
    c) Industry-advised curriculum that is kept up-to-date.
    d) Certified training.
    e) Coordinate approaches and outreach of various, numerous workforce groups; stay in-tune w/ industry standards AND requests.
    f) Curriculum and Training in work ethics, work readiness and soft skills; especially work on "correct" attitude.

2. What knowledge and skills should CTE teach to keep Arizona competitive?

    a) Math knowledge and skills relative to actual work world as well as increased general math acumen; math applications.
    b) Timely, current training and skills in computers applications and other technology (Current versions).
    c) Working in collaborative work environments; teamwork skills.
    d) Fast-track academic track so students do not waste four years in high school when he/she can complete required core in three (or less) years and go on to advanced relevant training, employment and training or postsecondary training and education. GET OFF THE DIME ADE! You are way-y-y behind! (maybe not CTE, as I've learned from Mike's info; Thanks.)
    e) High school reform.
    f) Gap group---Boomers are retiring; we're training our K-12 kids; what about the group in-between---skills training, workforce readiness training, etc.
    g) Work skills/Life skills.
    h) Skills in Career path design/selection, Resume writing, Interview preparation and Interviewing, Interview Follow-up, Job Search.
    i) Customer service skills.

3. How should CTE strengthen the partnerships with the business community?

    a) Fund summer youth programs (jobs!) that are coordinated with Business and Industry and the One-Stops/LWIB Youth Councils.
    b) Schedule mock interviews by the Business and Industry representatives.
    c) Provide seed money for new programs Work-based learning.
    d) Design more job shadowing, field trip, internship and OJT opportunities.
    e) Age qualified job training opportunities AND actual jobs; work to change child labor laws to more accurately reflect the real world demands of today's workplace.
    f) Work to change bureaucratic red tape that precludes recruitment of qualified instructors from business and industry; applies to State certification requirements; community colleges' "certification" requirements as dictated by various accreditation bodies and universities; universities' requirements, sometimes as dictated by accreditation bodies; look to competitive and reasonable salary offerings.
    g) Redesign teacher recruitment techniques; more widespread outreach.
    h) Use community-based classes that are non-credit, but result in certification or qualification for national certification testing.
    i) Relax accreditation bodies' onerous requirements.
    j) Relax community colleges' and universities' onerous requirements.
    k) Convince the AZ Legislature of the absolute need for reform in the high schools, need for additional funding from the state.
    l) Reform high schools to provide a valid education relevant to workplace needs, yet rigorous and open-ended enough to provide growth and flexibility.
    m) Look at all the partners in the workforce system and look deeply at their networks and webs of contact and influence; use those networks, even if two or more tiers or steps "down."

n) Sell the CTE programs better so “the entire world” can see how great they are or how easily they can become great.
o) Put some pressure on school district administrators to provide matching funding for programs.
p) Be sure local communities understand the value of a “CTE education.”
q) Increase awareness of parents regarding the value of CTE programs in developing their children---more school open house and parent-participation nights activities.
r) Expand Career Academies to include Junior High and Middle Schools, as well as additional high schools.
s) Strengthen ties to Governor’s Office and her initiatives and increase coordination of ADE programs with Gov’s programs; other agencies’ programs too.

4. What evidence do you see of coordination/connection between secondary and postsecondary education? How could coordination be expanded?

a) Excellent programs being developed through NAVIT and partners----Business and Industry, Northland Pioneer College (NPC) and schools.
b) CTE programs in high schools.
c) Concurrent enrollment/credit with community college.

5. What could the business community do to support career plans for all secondary students?

a) Work skills/Life skills.
b) Design, initiate and participate in more job shadowing, field trip, internship and OJT opportunities.
c) Fund and sponsor field trips, even if not to funder’s work site(s).
d) Business and industry provide qualified instructors—remember: short-term, not necessarily full term or even semester.
e) K-12 presentations.
f) Training Programs available by the Providers.
g) COMMUNICATE what is needed by business and industry.
h) COMMUNICATE what is offered by CTE (emphasis on VALUE of program).
i) COMMUNICATE how even just those two groups can better collaborate.
j) COMMUNICATE WITH and WITHIN the COMMUNITY!
k) Provide speakers for students’ and parents’ gatherings.
l) Sponsor, coordinate, fund job and career fairs (coordinate with apprenticeship programs so they are present; Gov’s Office on Youth, Families and Children).
m) Provide assessments for interest and ability.

Career and Technical Student Organization (CTSO) List

DECA: The student organization that supports the Marketing Programs. It helps teach skills in career areas such as marketing, sales, service, business administration, and entrepreneurship. DECA provides recognition and leadership activities directly related to attainment of specific occupational and leadership skills. Arizona DECA has over 4,000 members and 1,800 attended their state conference this year. Oleg Shvets is the DECA State Director.

Future Business Leaders of America (FBLA): The student organization that works in conjunction with Business Education programs to enhance the learning experience of students through competitive events, leadership development and scholarship. Students learn business skills, accounting methods, company management, and administrative service through FBLA activities. Arizona FBLA has over 2,200 members and 1,000 attended their state conference this year. Ryan Hamilton is the FBLA State Director.

Family, Career and Community Leaders of America (FCCLA): The Family and Consumer Sciences Education program youth leadership organization. FCCLA provides the information, support and ready-to-use materials needed to integrate youth leadership and student-directed learning into your FCS classes. Arizona FCCLA has over 1,600 members and 1,000 attended their state conference this year. Sheri Cone is the FCCLA State Advisor.

Future Educator's of Arizona (FEA): The student organization for Arizona's Education Professions program. FEA's focus is on providing high school "Aspiring Teachers" opportunities for personal and professional development in an education career.

FEA has continued to expand in its first three years to meet the tremendous demand for teachers in the future. Arizona FEA has 65 programs with over 958 members and 450 attended their state conference this year. Gerry Corcoran is the Arizona FEA State Advisor.

The FFA (Future Farmers of America): The organization for students enrolled in Agricultural Education programs. Students in the FFA participate in Agriscience skill events, hands-on agriculture experiences and receive instruction in personal leadership growth and development, conducting meetings, and public speaking, Arizona FFA has over 4,350 members and 1,200 attended their state conference this year. Tyler Grandil is the State FFA Executive Secretary.

Health Occupations Students of America (HOSA): The student organization whose mission is to promote career opportunities in the health care industry and Health Occupations Programs. HOSA provides leadership development, hands on health care experiences and health career education, for students.

Arizona HOSA has over 1,400 members and 500 attended their state conference this year. Jane Shovlin is the Arizona HOSA State Advisor.

Arizona SkillsUSA: The student organization that supports the Industrial Technological programs in Career and Technical Education. It is a partnership of students, teachers and industry, working to ensure America has a skilled workforce through an applied method of instruction and by providing experiences in leadership, teamwork, and citizenship. Arizona SkillsUSA has over 5200 members and 2500 attended their state conference this year.

Scott Soldat is the Arizona SkillsUSA state director.

CTSO Parent and Student Survey Results

Parent responses:

1. Give examples of how your child's Career and Technical Education (CTE) classes helped prepare them for after they graduated from high school.
    - CTE classes helped students develop soft skills in poise, confidence, public speaking, critical thinking, business etiquette, problem solving, teamwork, and life skills.
    - Students gained a sense of ownership that made them feel they had control over their own destiny.

2. Have your child's Career and Technical Education classes helped them receive dual credit for their classes? If yes, how?
    - Parent answers did not reflect an understanding of dual credit with postsecondary institutions. They reflected that students received concurrent credit in CTE classes and credit in some academic courses such as science and economics.

3. In what way has Career and Technical Education assisted your child in their academic success?
    - CTE classes kept students interested in school resulting in achievements such as induction into the National Honor Society.
    - Students developed soft skills for future employment such as goal setting, ability to prioritize and practical application of concepts. These skills helped them become more successful in school, as well.

4. How has your child's Career and Technical Education classes assisted them in developing their career plan?
    - The classes opened more doors for new opportunities and possible career choices.
    - Students gained a more focused occupational direction for future careers which helped them choose majors in college.
    - Skills such as interviewing and resume writing will assist students in obtaining jobs in careers of their choice.

5. What can Career and Technical Education do to enhance students' awareness of career opportunities?
    - Begin earlier to advise students and parents of the opportunities. Begin in middle school when parents have more input, may be more involved in the student's class choices and still have some influence over their class choices. The students need to be fully aware about how CTE classes can lead or direct them to career opportunities. Provide early opportunities to explore all careers.
    - CTE provides opportunities to experience occupations rather than just reading about them.

6. What barriers are there for male students to enter careers that are traditionally for females and female students to enter careers that are traditionally for males?
    - Peers may intimidate and ridicule students in non traditional career classes. People have stereotyped ideas about gender related to careers.

7. What barriers are there for disadvantaged (economically disadvantaged or physically handicapped) students in pursuing their career goals in Career and Technical Education classes?
    - Some CTE classes require physical abilities that a handicapped student may not be able to perform. In such situations, the student should be counseled by the teacher and school staff toward related careers of interest in which they could succeed.
    - Economically disadvantaged students may be discouraged and lack drive to pursue careers.
    - Most schools find ways to assist students with monetary requirements for full participation in CTE opportunities.

8. What are some of the barriers for any student taking Career and Technical Education classes in pursuing their career goals?
   Barriers related to CTE include:
    - Uninformed counselors about CTE programs and lack of support from the school district.
    - Poor compensation and therefore retention of experienced teachers.
    - Monetary requirements for full program participation.
    - Finances required in pursuing a chosen career path at the postsecondary level.

9. What is the value of your child's Career and Technical Student Organization (CTSO) experience within their Career and Technical Education class?
   The program CTSO added value to the CTE experience through:
    - Increased confidence resulting from positive relationships with other students, teachers and professionals within the program area.
    - A more broad understanding about career opportunities.
    - Motivation and excitement about pursuing a chosen career path.

10. What are some of the barriers for students becoming involved in their CTSO?
    Barriers for students becoming involved in their CTSO include:
    - Bureaucracy within school administration and lack of experience by some teachers.
    - Lack of understanding by school staff that the CTSO is an integral part of CTE program classes.
    - Time, involvement and obligations required for other school activities.
    - Some career related organizations do not have the degree of the "cool" factor as many other school organizations.

11. Would your child have enrolled or continued to enroll in Career and Technical Education if the CTSO had not been a part of the program? Why or why not?

- Students would not have continued to enroll in CTE classes without the benefit of participation in the CTSO. Outstanding leadership opportunities, added training and development of meaningful relationships were cited as reasons for continued participation.

12. What did your child like best about their Career and Technical Education experience?
    - Parents listed the following activities that students enjoyed the most in their CTE programs: Leadership training, challenge of competitions, meetings, fundraisers, conventions, traveling and holding offices.
    - Quality teachers were credited with making learning new things and the challenges of competitions exciting.

13. What would you improve in your child's Career and Technical Education class? Improvements to CTE classes would be to:
    - Slow the pace of the curriculum.
    - Retain experienced teachers.
    - Support of administrators for CTE.

Student responses:

1. Give examples of how your CTE classes helped prepare you for after graduation from high school.
   CTE classes helped prepare students for life after graduation in the following ways:
   - Helped develop skills for budgeting, record keeping, job interviewing, resume writing, entrepreneurship, leadership, work ethics, time management, assuming responsibilities, interpersonal relationships, goal setting, problem solving, higher levels of technology and scholarship procurement. Reading, writing and speaking skills were attained at a higher level than in core academic classes.
   - Helped identify and practice skills for the real world of work that are transferable to life situations.
   - Promoted self confidence.
   - Developed strong social skills.
   - Demonstrated that hard work is directly related to success.
   - Provided opportunities to acquire foundational skills for a desired occupation while exploring specific fields within an occupation.
   - Afforded the opportunity to accumulate college credits for a smoother transition into college.

2. Have your CTE classes helped you in receiving dual credit for your CTE classes? If yes, how?
   - Many CTE courses receive science credit at high school while dual credit in the specific occupation is received at the community college.
   - CTE dual credit courses reduce the number of courses needed for a degree at the postsecondary college.

3. In what way has Career and Technical Education assisted you in your academic success?
    - Confidence gained from real life applications of content learned in CTE classes helped students identify and transfer academic content to real life applications. Thus, added confidence and success in core academic classes was realized. Applied learning provides context and purpose for learning basic skills and technical processes.
    - Understanding the connections between core subjects such as science, math and English and CTE course content helps students identify high skill and academically rigorous careers which they could successfully pursue at the university level.
    - Practical application of English skills for presentations and speeches prepares students for writing assignments in college. These activities help students develop skills for putting ideas together.
    - Skills for time management, organization and prioritizing tasks learned in CTE courses are vital skill for success in all college work.
    - Computer skills learned in CTE classes assist with preparation of quality college projects.
    - CTE content clarifies the connections between academic content, career specific content and procurement of high paying jobs.
    - Teachers and administrators outside the CTE arena need to become informed about the purposes of CTE courses and how powerful they can be in "hooking" students on education. They need to know that they provide an avenue to understanding the purpose of academics.

4. How have your Career and Technical Education classes assisted you in developing your career plan?
    - Career options and pathways are a focus in the early years of all CTE programs. Students learn that there are a multitude of careers related to each Program of Study offered in upper grades at high schools.
    - When students identify a career of interest, they receive assistance from teachers and counselors with scheduling appropriate high school academic and CTE courses. Additionally, they are assisted in identifying all the types of courses that they will need as they move to postsecondary education.
    - Career ladders and salary scales are evaluated as students make decisions about career paths.
    - Students become inspired in their CTE classes to develop career paths of their choice.
    - Sometimes students realize that a career that they aspired to may not be what they expected and they refocus in another career area. CTE experiences reduce the number of times students change their majors in college.

5. What can Career and Technical Education do to enhance students' awareness of career opportunities?

- Each CTE program should allow students to learn about all the possible careers within that Program of Study.
- Opportunities to interface with business partners in CTE courses will give students an inside look into the real world of careers of interest.
- Present information about opportunities for high skill, high paying jobs available for both students who plan to attend college and those who do not when they complete high school.

6. What barriers are there for male students to enter careers that are traditionally for females and for females to enter career that are traditionally for males?
    - Barriers for students of each gender entering non-traditional Programs of Study may be the responses they receive from other students and their friends.
    - Some students face cultural barriers. Their family's ethnic background may not support their choice to enter a field that is predominantly only entered by the opposite sex.
    - Historical attitudes about "what a man should be" or "what a woman should be."

7. What barriers are there for disadvantaged (economically disadvantaged or physically handicapped) students in pursuing their career goals Career and Technical Education classes?
    - Teachers need to help physically handicapped students set realistic career goals. Most students can develop valuable skills that transfer to a wide variety of jobs in the workplace.
    - Teachers may have to spend more time with physically handicapped students. Because of large class sizes this time may be limited.
    - Classrooms may not be equipped to provide barrier free access to physically handicapped students.
    - Economically disadvantaged students may have difficulty paying for supplies and fees related to some courses.

8. What are some of the barriers for any student taking Career and Technical Education classes in pursuing their career goals?
   Barriers for any student taking CTE classes might be:
    - Time…high school students want to see results immediately and careers take time to learn about and acquire skills.
    - Misconceptions among teachers and students about the value of certain careers and the degree of intellectual/educational levels to attain them.
    - Moving to a new school that does not offer the program the student was previously enrolled in.
    - Discovery that a chosen career path is different than they thought. Counselors need to be aware of specifics for each CTE program in their school so that students can be informed about courses before enrolling in them.

9. What is the value of your Career and Technical Student Organization (CTSO) within your CTE classes?
    - Teacher and student interaction both in the classroom and outside of class hours is beneficial. It enhances the program experience rather than just being another class.
    - The courses cannot be separated from the CTSO experience. They go hand in hand. The CTSO provides a place for all students to belong.
    - Participating in the CTSO for the course drives students to study harder in their classes because they know if they work hard they can win trophies and scholarships in competitions.
    - The CTSO develops leaders.
    - CTSO experiences teach skills such as time management, organization, and prioritization of tasks.
    - Becoming a CTSO leader provides opportunities to practice teaching to students in lower level courses.
    - In order to participate in CTSO activities, school districts require students to maintain good grades. This motivates students to perform better in academic and CTE course work.

10. What are some of the barriers for students becoming involved in the CTSO?
    - Dues payment and fees for participating in various projects and events is a barrier for economically disadvantaged students.
    - Many high school students do not perceive the CTSO as a "cool" organization.
    - There are many activities in large schools that vie for students' limited time.
    - Professional dress requirements for CTSO activities may not appeal to some students.
    - Lack of after school transportation may limit student participation in the CTSO.
    - Some programs may not afford a way for students who have completed CTE program courses to continue to participate in a CTSO because most of the activities now take place in the class.

11. Would you have enrolled or continued to enroll in CTE classes if the CTSO had not been a part of the program?
    - Many students may have enrolled in CTE classes, but the CTSO provides a source of motivation and purpose for them. The CTSO enhances coursework and makes students put skills learned in class to work.
    - Some students enroll in CTE classes because of the scholarships and opportunities connected to the CTSO for the program.
    - The real life experiences and fun related to the CTSO helps students focus on desired career paths.

12. What do you like best about your Career and Technical Education experience? Students liked the following about their CTE experience:

- The relationships that were developed within individual high schools and beyond in the state and nation through trips and conferences.
- Identifiable skills attained such as self confidence, decision making and other transferable life skills.
- Relationships developed between students and teachers.
- Obtaining an edge in areas of career identification, leadership, business ethics and real world knowledge.
- Hands-on career exploration which infused excitement into CTE courses.
- Understanding of what to expect in a career and planning for the future while still in high school.
- Skills learned that can be utilized in other classes beyond CTE.

13. What would you improve in your CTE class?
    Improvements for CTE classes could include:
    - Better publicity to inform more students about the value of CTE classes and the related CTSO.
    - Less teacher turnover. Relationships are what make a student's experience. It is hard to develop relationships with a teacher when the teacher changes every year.
    - Bring more people from the working world into class to share their knowledge, background and career experience.
    - Encourage more CTE teachers to become involved with the CTSO and incorporate it into the course work.
    - Focus more on team work to develop people skills vital to working in the business world.
    - Discontinue the practice in high schools of placing students in classes for which they have no interest to simply fill a spot in their schedule.

Appendix N

GOVERNOR'S COUNCIL ON WORKFORCE POLICY
Council Meeting
Keating Bioresearch Bldg. Room 103
1657 E. Helen Street, Tucson, AZ 85721
Tuesday, December 4th
1:30 – 3:30 p.m.
Conference Call Number: 602.542.9001
AGENDA

I.	**Call to Order**	Lisa Lovallo, GCWP Chair
II.	**Welcome**	Thomas W. Keating BIO5 Business Advisory Board, Chair Loma Catalina Company, Chairman Shawna Adams, Pima County WIB Chair

Action Items

III	**Approval of Minutes –** October 2, 2007	Lisa Lovallo, GCWP Chair
IV	**GCWP Business Outreach Requests** • Pima County - $40,000 • Yavapai County - $64,800 • Total Amount Requested: $104,800	Lisa Lovallo, GCWP Chair

Information Only

V	**Committee Updates** ▪ GCWP Operations Taskforce update ▪ Memorandums of Understanding/ Resource Sharing Agreement Update	Pam Ross, GCWP Vice-Chair Jody Ryan, Director Workforce Policy
VI.	**Arizona Department of Education Update** ▪ Arizona Career and Technical Education (CTE) Skills Standards Assessment Process ▪ Status of Arizona's Carl D Perkins Vocational Education State Plan	Milt Ericksen, Arizona Department of Education
VII	**Chair's Report** ▪ Update on Innovation Frontier Arizona ▪ Update on the GCWP Grant Writer ▪ AWC Q1st Performance Report	Lisa Lovallo, GCWP Chair

VIII. **Call to Public**

This is the time for the public to comment. Members of the Board may not discuss items that are not on the agenda. Therefore, there will be no immediate action taken as a result of public comment, however, comments will be taken into consideration for possible action at a subsequent meeting of the Board

IX. **Adjournment**

The next GCWP meeting will be held Tuesday, February 5, 2008
Maricopa Workforce Connections, West Valley Career Center
1840 N. 95th Avenue, Suite 160
Phoenix, AZ

Equal Employment Opportunity Employment/Program.
Persons with a disability may request a reasonable accommodation by contacting Julie Castro at 602.771.1140 or juliec@azcommerce.com.
Requests should be made as early as possible to arrange the accommodation.

GCWP Consultation and Feedback
December 4, 2007

Comments are noted in the order in which they were presented. All questions and comments implied that the 5-year plan should be addressing these items:

1. Member stated that there are no outcomes for the investment of these federal funds in Arizona.
2. Question was raised regarding confusion over Perkins vs. JTED requirements and funding.
3. During discussion on the new performance measures, Chair requested data on number of postsecondary Perkins students who transition to Baccalaureate Degree.
4. Director of Associated General Contractors stated he has questions about CTE commitment to business partners. He has had absolutely no connection with CTE and was in a business meeting where the question about business partnerships with CTE was raised. No one responded. He is anxious to be actively involved due to shortage of skilled construction workers.
5. There was support for CTE requiring career plans for all CTE students and additional support for career plans for all high school students.
6. There was question about the definition of a concentrator in one of the handouts.
7. There was a high level of support for incentive funding to drive schools to offer programs with high-wage, high-skill and high-demand occupations.
8. CTE Teachers:
    a. A member expressed the importance of keeping existing CTE teachers current in industry standard instruction. CTE teachers need professional development.
    b. Teachers need to pass the technical skill proficiency assessment at a higher level to stay ahead of their students.
    c. CTE teachers need to develop relationships with business to make their programs relevant based on industry standards.
    d. CTE teachers also need time in their schedule meet all the reporting requirements.
    e. This grant should address CTE teacher recruitment and retention.
9. A member emphasized the importance of providing high school counselors with occupational information.
10. A concern was expressed that the educational pipeline transitioning students from high school to community college is not working.
11. Business wants to partner with CTE but they don't have the time to set up partnerships. An example was given that demonstrated a partnership and communication breakdown.
12. Focus on work-based learning models. Some work-based learning models appear to be more effective than others.
13. High school graduates should be ready for the workforce or to continue their education.

Overview of CTE Approved Programs

On March 28, 2005, SBE re-validated the essential elements originally included in the September 25, 2000 definition of CTE approved programs. The State CTE Advisory Board revised the elements to include the CTSO component on November 14, 2007. "Approved" and "active" are synonymous terms describing programs eligible to participate in State Block Grant and Federal Perkins funding. This guidance document defines an approved program as having these criteria:

1. Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at www.aztechprep.org or in the Secondary CTE Resource Handbook available at http://www.ade.az.gov/cte/careerpathways.
2. Teaches all the state-designated program competencies/standards.
3. Specified on the current CTE Program List.
4. Taught by an appropriately certified teacher per CTE certification requirements, available at http://www.ade.az.gov/cte/careerpathways.
5. Evaluates program performance annually and meets or exceeds established state performance measures.
6. Offers student work-based participation that involves actual work experience and connects classroom learning to work activities. Additional information is available at www.ade.az.gov/CTE/WhatsNew/LRGlinked.pdf.*
7. Requires student participation and career exploration for grades 7-9 (previously referred to as Level I).
8. Requires Career and Technical Student Organization (CTSO) affiliation for all students appropriate for the programmatic area.

* An approved program includes student work-based participation that connects classroom learning to actual work experience. Work-based learning is an integral component of a sequence of instruction in a career and technical education program. Work-based learning methods include cooperative education and internships. Both methods have eligibility requirements.

Appendix P

Rank	CIP	2008 CTE Program List
E	51.1000	Biomedical Health Technologies
E	15.0000	Engineering Sciences
1	51.1600	Nursing Services
2	52.0200	Business Management and Administrative Services
3	43.0200	Fire Science
4	51.0900	Diagnostic and Intervention Technologies
5	46.0300	Electrical and Power Transmission Technology
6	43.0100	Law, Public Safety and Security
7	47.0600	Automotive Technologies
8	47.0200	Heating/Air Conditioning Maintenance
9	52.0900	Hospitality Management
10	51.0600	Dental Assisting
11	52.1900	Design and Merchandising
12	01.0100	Agricultural Business Management - Agriscience
13	15.1300	Drafting and Design Technology
14	46.0500	Plumbing Services
15	15.1200	Information Technology
16	46.0200	Carpentry Technologies
17	49.0200	Heavy Equipment Operation
18	46.0400	Construction Technologies
19	15.0300	Electronic Technology
20	15.0600	Industrial Manufacturing
21	51.0800	Allied Health Services
22	51.1500	Mental and Social Health Services
23	48.0500	Welding Technology
24	47.0100	Telecommunications Maintenance and Installers
25	52.1800	Marketing, Management and Entrepreneurship
26	52.0300	Accounting and Related Services
27	52.0800	Financial Services
28	12.0500	Culinary Arts
29	13.1200	Education and Training: Education Professions
30	13.1210	Education and Training: Early Childhood Education
31	10.0200	Audiovisual Technology
32	12.0400	Cosmetology
33	50.0100	Performing Arts
34	51.3500	Therapeutic Massage
35	10.0300	Graphic Communications
E= Emerging Program		

2007-2008 CTE Program Codes and Titles

(Revised 5-18-07*)*

State-designated Sequence of Instruction

Career Exploration: Career Exploration must be offered in the program sequence of instruction prior to Career Preparation courses. Student enrollment in Career Exploration will not be reported to the Department of Education.

Career Preparation: Below is the sequence of courses that should be offered in Career Preparation for each program and program option.

52.0300 Accounting and Related Services

52.0300.10	Introduction to Business and Accounting
	-and-
52.0300.20	Basic Accounting
	-and-

One or more of the following courses will be included in the coherent sequence of courses for the Accounting and Related Services program:

52.0300.30	Advanced Accounting
	-or-
52.0300.75	Accounting - Internship
	-or-
52.0300.80	Accounting - Cooperative Education

01.0100 Agricultural Business Management-Agriscience

01.0100.10	Agriculture Business Management - Introduction to Applied Biological Systems
	-and-
01.0100.12	Agricultural Business Management - Applied Biological Systems
	-and-
01.0100.14	Agricultural Business Management - Agriscience
	-and-
Option A	
01.0100.20	Food Products and Processing Systems
	-or-
Option B	
01.0100.30	Plant Systems
	-or-
Option C	
01.0100.40	Animal Systems
	-or-
Option D	
01.0100.50	Natural Resources Systems
	-or-
Option E	
01.0100.60	Power, Structural and Technical Systems
	-or-

	Option F	
	01.0100.90	Agribusiness Systems
		-or-
	Option G	
	01.0100.00	Environmental Service Systems
		And program may elect to add:
	01.0100.75	Agricultural Business Management - Agriscience - Internship
		-or-
	01.0100.80	Agricultural Business Management - Agriscience - Cooperative Education
51.0800	**Allied Health Services**	
	Option A	
	51.0800.20	Fundamentals of Pharmacy Support Services
		-and-
	51.0800.25	Pharmacy Support Services - Advanced Applications
		-or-
	Option B	
	51.0800.30	Fundamentals of Laboratory Assisting
		-and-
	51.0800.35	Laboratory Assisting - Advanced Applications
		-or-
	Option C	
	51.0800.40	Fundamentals of Medical Imaging Support Services
		-and-
	51.0800.45	Medical Imaging Support Services - Advanced Applications
		-or-
	Option D	
	51.0800.50	Fundamentals of Sports Medicine & Rehabilitation Therapies
		-and-
	51.0800.55	Sports Medicine & Rehabilitation Therapies - Advanced Applications
		-or-
	Option E	
	(Standards to be developed)	
	51.0800.60	Fundamentals of Medical Assisting Services
		-and-
	51.0800.65	Medical Assisting Services - Advanced Applications
		And program may elect to add:
	51.0800.75	Allied Health - Internship
		-or-
	51.0800.80	Allied Health - Cooperative Education

10.0200	**Audio/Visual Technology**	
	10.0200.10	Audio/Visual Technology Fundamentals
		-and-
	Option A	
	10.0200.20	Electronic Journalism
		-or-
	Option B	
	10.0200.30	Interactive Digital Media
		-or-
	Option C	
	10.0200.40	Audio/Radio Technologies
		And program may elect to add:
	10.0200.75	Audio/Visual Technology - Internship
		-or-
	10.0200.80	Audio/Visual Technology - Cooperative Education
47.0600	**Automotive Technologies**	
	47.0600.10	Automotive Technologies Core Curriculum
		-and-
	Option A	
	47.0600.20	Automotive Technology I
		-and-
	47.0600.25	Automotive Technology II
		-or-
	Option B	
	47.0600.30	Automotive/Collision Repair I
		-and-
	47.0600.35	Automotive/Collision Repair II
		-or-
	Option C	
	47.0600.40	Diesel Engine Repair Technology I
		-and-
	47.0600.45	Diesel Engine Repair Technology II
		-or-
	Option D	
	47.0600.50	Aircraft Mechanics I
		-and-
	47.0600.55	Aircraft Mechanics II
		And program may elect to add:
	47.0600.75	Automotive Technologies - Internship
		-or-
	47.0600.80	Automotive Technologies - Cooperative Education
52.0200	**Business Management and Administrative Services**	
	52.0200.10	Introduction to Business Management and Administrative Services
		-and-

	52.0200.20	Basic Business Management and Administrative Services
		-and-

One or more of the following courses will be included in the coherent sequence of courses for the Business Management and Administrative Services program:

	52.0200.30	Advanced Business Management and Administrative Services
		-or-
	52.0200.75	Business Management and Administrative Services - Internship
		-or-
	52.0200.80	Business Management and Administrative Services - Cooperative Education

46.0200	**Carpentry Technologies**	
	46.0200.10	Carpentry Technologies Core Curriculum
		-and-
	Option A	
	46.0200.20	Carpentry I
		-and-
	46.0200.25	Carpentry II
		-or-
	Option B	
	46.0200.30	Cabinetmaking I
		-and-
	46.0200.35	Cabinetmaking II
		And program may elect to add:
	46.0200.75	Carpentry Technologies - Internship
		-or-
	46.0200.80	Carpentry Technologies - Cooperative Education

46.0400	**Construction Technologies**	
	46.0400.10	Construction Technologies Core Curriculum
		-and-
	46.0400.20	Construction Technologies I
		-and-
	46.0400.25	Construction Technologies II
		And program may elect to add:
	46.0400.75	Construction Technologies - Internship
		-or-
	46.0400.80	Construction Technologies - Cooperative Education

Option B is no longer part of this program (46.0400.30 and 46.0400.35)

12.0400	**Cosmetology**	
	12.0400.10	Fundamentals of Cosmetology
		-and-
	12.0400.20	Cosmetology - Advanced Applications
		And program may elect to add:
	12.0400.75	Cosmetology - Internship

		-or-
	12.0400.80	Cosmetology - Cooperative Education
12.0500	**Culinary Arts**	
	12.0500.10	Culinary Arts Principles
		-and-
	12.0500.20	Culinary Arts Applications
		And program may elect to add:
	12.0500.75	Culinary Arts - Internship
		-or-
	12.0500.80	Culinary Arts - Cooperative Education
51.0600	**Dental Assisting** *(Standards to be developed)*	
	51.0600.10	Fundamentals of Dental Assisting
		-and-
	51.0600.20	Dental Assisting - Advanced Applications
		And program may elect to add:
	51.0600.75	Dental Assisting - Internship
		-or-
	51.0600.80	Dental Assisting - Cooperative Education
52.1900	**Design and Merchandising**	
	52.1900.10	Design and Merchandising Fundamentals
		-and-
	Option A	
	52.1900.20	Fashion Design and Merchandising Applications
		-or-
	Option B	
	52.1900.30	Interior Design and Merchandising
		And program may elect to add:
	52.1900.75	Design and Merchandising - Internship
		-or-
	52.1900.80	Design and Merchandising - Cooperative Education
51.0900	**Diagnostic and Intervention Technologies** *(Standards to be developed)*	
	Option A	
	51.0900.20	Fundamentals of Respiratory Therapy
		-and-
	51.0900.25	Respiratory Therapy Technician - Advanced Applications
		-or-
	Option B	
	51.0900.30	Fundamentals of Emergency Medical Paramedics
		-and-
	51.0900.35	Emergency Medical Paramedics - Advanced Applications
		-or-

	Option C	
	51.0900.40	Fundamentals of Surgical Technicians
		-and-
	51.0900.45	Surgical Technicians - Advanced Applications
		And program may elect to add:
	51.0900.75	Diagnostic and Intervention - Internship
		-or-
	51.0900.80	Diagnostic and Intervention - Cooperative Education
15.1300	**Drafting and Design Technology**	
	15.1300.10	Drafting and Design Technology Core Curriculum
		-and-
	Option A	
	15.1300.20	Architectural Drafting
		-or-
	Option B	
	15.1300.30	Civil Drafting
		-or-
	Option C	
	15.1300.40	Electronics Drafting
		-or-
	Option D	
	15.1300.50	Mechanical Drafting
		And program may elect to add:
	15.1300.75	Drafting and Design Technology - Internship
		-or-
	15.1300.80	Drafting and Design Technology - Cooperative Education
13.1210	**Early Childhood Education**	
	13.1210.10	Fundamentals of Early Childhood Education
		-and-
	13.1210.20	Early Childhood Education Applications
		And program may elect to add:
	13.1210.75	Early Childhood Education - Internship
		-or-
	13.1210.80	Early Childhood Education - Cooperative Education
13.1200	**Education Professions**	
	13.1200.10	Education Professions Fundamentals
		-and-
	13.1200.20	Education Professions Applications
		And program may elect to add:

	13.1200.75	Education Professions - Internship
		-or-
	13.1200.80	Education Professions - Cooperative Education

46.0300 Electrical and Power Transmission Technology

(Standards to be developed)

46.0300.10	Electrical Fundamentals
	-and-
Option A	
46.0300.20	Residential Electrician I
	-and-
46.0300.25	Residential Electrician II
	-or-
Option B	
46.0300.30	Industrial Electrician I
	-and-
46.0300.35	Industrial Electrician II
	And program may elect to add:
46.0300.75	Electrical and Power Transmission Technology - Internship
	-or-
46.0300.80	Electrical and Power Transmission Technology - Cooperative Education

15.0300 Electronic Technology

15.0300.10	Electronic Technology Core Curriculum
	-and-
15.0300.20	Basic Electricity Principles and Applications
	-and-
15.0300.25	Basic Electronic Principles and Applications
	And program may elect to add:
15.0300.75	Electronic Technology - Internship
	-or-
15.0300.80	Electronic Technology - Cooperative Education

52.0800 Financial Services

52.0800.10	Introduction to Business and Financial Services
	-and-
52.0800.20	Basic Financial Services
	-and-

One or more of the following courses will be included in the coherent sequence of courses for the Financial Services program:

52.0800.30	Advanced Financial Services
	-or-
52.0800.75	Financial Services - Internship
	-or-
52.0800.80	Financial Services - Cooperative Education

43.0200	**Fire Science**	
	43.0200.10	Fundamentals of Fire Science
		-and-
	43.0200.20	Fire Science - Advanced Applications
		And program may elect to add:
	43.0200.75	Fire Science - Internship
		-or-
	43.0200.80	Fire Science - Cooperative Education
10.0300	**Graphic Communications**	
	10.0300.10	Graphic Communications Fundamentals
	10.0300.12	Graphic Communications Fundamentals II (If necessary)
		-and-
	Option A	
	10.0300.20	Graphic Arts I
		-and-
	10.0300.25	Graphic Arts II
		-or-
	Option B	
	10.0300.30	Graphic Design I
		-and-
	10.0300.35	Graphic Design II
		-or-
	Option C	
	10.0300.40	Photo Imaging
		-and-
	10.0300.45	Photo Imaging II
		And program may elect to add:
	10.0300.75	Graphic Communications - Internship
		-or-
	10.0300.80	Graphic Communications - Cooperative Education
47.0200	**Heating/Air Conditioning Maintenance** *(Standards to be developed)*	
	47.0200.10	Heating/Air Conditioning I
		-and-
	47.0200.20	Heating/Air Conditioning II
		And program may elect to add:
	47.0200.75	Heating/Air Conditioning Maintenance - Internship
		-or-
	47.0200.80	Heating/Air Conditioning Maintenance - Cooperative Education
49.0200	**Heavy Equipment Operations** *(Standards to be developed)*	
	49.0200.10	Heavy Equipment Operations I
		-and-
	49.0200.20	Heavy Equipment Operations II

		And program may elect to add:
	49.0200.75	Heavy Equipment Operations - Internship
		-or-
	49.0200.80	Heavy Equipment Operations - Cooperative Education
52.0900	**Hospitality Management**	
	52.0900.10	Fundamentals of Hospitality Management
		-and-
	52.0900.20	Hospitality Management Applications
		And program may elect to add:
	52.0900.75	Hospitality Management - Internship
		-or-
	52.0900.80	Hospitality Management - Cooperative Education
15.0600	**Industrial Manufacturing**	
	15.0600.10	Fundamentals of Industrial Manufacturing
		-and-
	15.0600.12	Applications of Industrial Manufacturing
		-and-
	Option A	
	15.0600.20	Metals Manufacturing
		-or-
	Option B	
	15.0600.30	Plastics Manufacturing
		-or-
	Option C	
	15.0600.40	Production Technology
	Option C has changed its name to Production Technology. Nothing else has changed.	
		And program may elect to add:
	15.0600.75	Industrial Manufacturing - Internship
		-or-
	15.0600.80	Industrial Manufacturing - Cooperative Education
15.1200	**Information Technology**	
	15.1200.10	Information Technology Fundamentals
		-and-
	Option A	
	15.1200.20	Computer Maintenance
		-or-
	Option B	
	15.1200.30	Network Technology
		-or-
	Option C	
	15.1200.40	Software Development
		-or-

	Option D	
	15.1200.50	Web Page Development
		And program may elect to add:
	15.1200.75	Information Technology - Internship
		-or-
	15.1200.80	Information Technology - Cooperative Education
43.0100	**Law, Public Safety and Security**	
	43.0100.10	Fundamentals of Law, Public Safety and Security
		-and-
	43.0100.20	Law, Public Safety and Security - Advanced Applications
		And program may elect to add:
	43.0100.75	Law, Public Safety and Security - Internship
		-or-
	43.0100.80	Law, Public Safety and Security - Cooperative Education
52.1800	**Marketing, Management and Entrepreneurship**	
	52.1800.10	Marketing, Management and Entrepreneurship Fundamentals
		-and-
	Option A	
	52.1800.20	Professional Sales and Marketing
		-or-
	Option B	
	52.1800.30	E-Commerce Marketing
		-or-
	Option C	
	52.1800.40	Entertainment Marketing
		-or-
	Option D	
	52.1800.50	Entrepreneurship
		-or-
	Option E	
	(Standards to be developed)	
	52.1800.60	Advertising
		And program may elect to add:
	52.1800.75	Marketing, Management and Entrepreneurship - Internship
		-or-
	52.1800.80	Marketing, Management and Entrepreneurship - Cooperative Education

51.1500	**Mental and Social Health Services**	
	(Standards to be developed)	
	51.1500.10	Fundamentals of Mental and Social Health Services
		-and-
	51.1500.20	Mental and Social Health Services - Advanced Applications
		And program may elect to add:
	51.1500.75	Mental and Social Health - Internship
		-or-
	51.1500.80	Mental and Social Health - Cooperative Education
51.1600	**Nursing Services**	
	51.1600.10	Fundamentals of Nursing Services
		-and-
	51.1600.20	Nursing Services - Advanced Applications
		And program may elect to add:
	51.1600.75	Nursing Services - Internship
		-or-
	51.1600.80	Nursing Services - Cooperative Education
50.0100	**Performing Arts**	
	(Standards to be developed)	
	50.0100.10	Performing Arts Fundamentals
		-and-
	50.0100.20	Performing Arts I
		-and-
	50.0100.25	Performing Arts II
		And program may elect to add:
	50.0100.75	Performing Arts - Internship
		-or-
	50.0100.80	Performing Arts - Cooperative Education
46.0500	**Plumbing Services**	
	(Standards to be developed)	
	46.0500.10	Plumbing Fundamentals
		-and-
	46.0500.20	Plumbing - Advanced Applications
		And program may elect to add:
	46.0500.75	Plumbing Services - Internship
		-or-
	46.0500.80	Plumbing Services - Cooperative Education
47.0100	**Telecommunications Maintenance and Installers**	
	(Standards to be developed)	
	47.0100.10	Telecommunication Fundamentals
		-and-
	47.0100.20	Telecommunications Maintenance and Installers I
		-and-
	47.0100.25	Telecommunications Maintenance and Installers II
		And program may elect to add:

	47.0100.75	Telecommunications Maintenance and Installers - Internship
		-or-
	47.0100.80	Telecommunications Maintenance and Installers - Cooperative Education
51.3500	**Therapeutic Massage** *(Standards to be developed)*	
	51.3500.10	Fundamentals of Therapeutic Massage
		-and-
	51.3500.20	Therapeutic Massage - Advanced Applications
		And program may elect to add:
	51.3500.75	Therapeutic Massage - Internship
		-or-
	51.3500.80	Therapeutic Massage - Cooperative Education
48.0500	**Welding Technology**	
	48.0500.10	Welding Technology Core Curriculum
		-and-
	48.0500.20	Welding Technology I
		-and-
	48.0500.25	Welding Technology II
		And program may elect to add:
	48.0500.75	Welding Technology - Internship
		-or-
	48.0500.80	Welding Technology - Cooperative Education

48.0700 **Woodworking**

Woodworking has changed its name to Cabinetmaking and is now an option in the new Carpentry Program (46.0200.30 and 46.0200.35)

Important Notices:

Programs Designated as Nontraditional

CIP Code	SY 2007-2008	Nontraditional Gender
01.0100	Agricultural Business Management – Agriscience	Female
10.0200	Audiovisual Technology	Female
10.0300	Graphic Communications	*
12.0400	Cosmetology	Male
12.0500	Culinary Arts	*
13.1210	Education and Training: Early Childhood Education	Male
13.1200	Education and Training: Education Professions	*
15.0000	Engineering, Math, Technologies and Science	Female
15.0300	Electronic Technology	Female
15.0600	Industrial Manufacturing	Female
15.1200	Information Technology	*
15.1300	Drafting and Design Technology	Female
43.0100	Law, Public Safety and Security	Female
43.0200	Fire Science	Female
46.0200	Carpentry Technologies	Female
46.0300	Electrical and Power Transmission Technology	Female
46.0400	Construction Technologies	Female
46.0500	Plumbing Services	Female
47.0100	Telecommunications Maintenance and Installers	Female
47.0200	Heating/Air Conditioning Maintenance	Female
47.0600	Automotive Technologies	Female
48.0500	Welding Technology	Female
49.0200	Heavy Equipment Operation	Female
50.0100	Performing Arts	*
51.0600	Dental Assisting	Male
51.0800	Allied Health Services	Male
51.0900	Diagnostic and Intervention Technologies	*
51.1000	Biomedical Health, Genomics, Technologies and Science	*
51.1500	Mental and Social Health Services	Male
51.1600	Nursing Services	Male
51.3500	Therapeutic Massage	Male
52.0200	Business Management and Administrative Services	*
52.0300	Accounting and Related Services	*
52.0800	Financial Services	*
52.0900	Hospitality Management	*
52.1800	Marketing, Management and Entrepreneurship	*
52.1900	Design and Merchandising	Male

*Note: * - The program is not designated as a nontraditional program for either gender.*

Secondary Basic Grant Application

Basic Grant Information

To meet the requirements of the Carl D. Perkins Career and Technical Education Act of 2006, the Arizona Department of Education begins implementation of the new delivery system for Career and Technical Education (CTE) programs. Included is an approved Coherent Sequence of Instruction for each program, as well as the implementation of at least one Program of Study, based upon the State Program of Study models, for each eligible recipient during the duration of the Perkins Act. Expenditure of Perkins funds must appropriately support the purpose of the Perkins Act, which is to "....develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs..." [Sec.2]. The Local Plan/Application for each eligible recipient must address all of the required assurances and goals included in this application. All goals must be addressed through Carl Perkins or other funding sources. Eligible recipients will complete, as part of the application, the online Grants Management Enterprise financial data forms.

APPLICATION SUBMISSION REQUIREMENTS

Application ABSOLUTE DUE DATE: May 31, 2008. Grant applications received after this date will NOT be processed. We encourage early submission of your application in order to resolve issues and facilitate prompt funding. An amendment may be required based on performance measures and/or program approval information.

GRANT RECIPIENT DATA REPORTING REQUIREMENTS

Basic Grant Recipients are REQUIRED to submit the following reports/data:

Mid Year Narrative Report (due six months from the grant's starting date)
Final Narrative Report (due 60 days after the grant's ending date)
Performance Measures Evaluation Reports
Basic Grant Monitoring Report (due date established by BG Liaison)
Annual Local CTE Program Evaluation documentation
Cash Management Expenditure Reports
Final budget amendment due 90 days prior to grant's ending date
Follow-Up/Placement/Concentrator Data
Enrollment Reports
Other Reports or Data as Requested

PRINTING INSTRUCTIONS

To print in a frames environment, right click over the frame to be printed. (For example, clicking the Summary and Submit link will yield the Comprehensive Review to print, then right click over it.) If you forget to print the Comprehensive Review before submission, you may view and print the submitted application by re-entering the application process.

******SUBMISSION INSTRUCTIONS******

When you are ready to submit the application, click on the "Summary & Submit" link at the very bottom of the left blue frame underneath Financial Data. All your pages will come up in the right frame (white background). Scroll all the way to the bottom of these pages. There is a Submit Application button and also a Printer Friendly Version button which allows you to print out your application before submitting.

After submission of the application, your assigned BG specialist will review for completeness. If information is lacking or requires correction, the BG specialist will reject the application and make comments describing what is required. The application will be returned to your district. Any comments made by the BG specialist will be reflected at the top of the page in RED. Make the necessary corrections and submit the application to ADE. DO NOT DELETE THE COMMENTS MADE BY THE BG SPECIALIST. Upon receipt of the application the BG specialist will use the comments to verify the corrections have been made.

You may return to any link at any time to get directions or instructions for completing this application by simply clicking on the link. Remember to save all data first.

CAREER AND TECHNICAL EDUCATION TECHNICAL ASSISTANCE CONTACTS

Federal Career and Technical Education Basic Grant Contacts:

Karlene Darby, Director, Federal Career and Technical Education Programs (602) 542-3450
Roger Ellis, Education Program Specialist (602) 542-2298
Jeanne Roberts, Education Program Specialist (602) 364-2211

Career Pathways Contacts:

Jan Brite, Director, Career Pathways (602) 542-4365
Janice Bilan, Health and Community Service Careers (602) 542-3374
James Wojcik, Agricultural Education (602) 542-5356
Janet Gandy, Ed.D., Business Education (602) 542-5046
Ruth Kerr, Family and Consumer Sciences Education (602) 542-5540
Shea Padilla, Marketing, Media, and Information Technology Education (602) 542-5049
Tracy Rexroat, Engineering Sciences, 602-364-0322
Stephanie Hahn, Education Professions and Early Childhood education, 602-364-3839

Development & Innovations Contacts:

Helen Bootsma, Director, Development & Innovations (602) 542-5963
Penny Legge, Secondary Accountability Specialist (602) 364-2470
Kay Schreiber, Career and Guidance Counseling Specialist, 602-542-5353

Financial Contacts:

Ted Davis, Director, CTE Grants and Management Information Services (602) 542-5349
Nancy Ryan-Schmidt, Financial Issues Supervisor (602) 542-3823
Tammie Chavez, Contract Management Specialist (602) 542-3839

Career and Technical Student Organizations:

Dennis Fiscus, Director, State Tech Prep and Career and Technical Student Organizations (602) 542-5356

ADE Grants Management Technical Assistance Online Contacts:

For assistance with the online Career and Technical Education Basic Grant application contact the following:
Sarah Lors (602) 542-4339
Mary Dallman (602) 542-3470
Grants Management Office (602) 542-3452

For additional assistance from Federal Career and Technical Education Programs, contact:
Sheila A. Martinez, Program and Project Specialist (602) 542-5137

Secondary Program and Fiscal Assurances

VISION
Ensure a dynamic workforce by fully developing
every student's career and academic potential.

MISSION
Prepare Arizona students for
workforce success and continuous learning.

PROGRAM and FISCAL ASSURANCES
District provides assurance to the Arizona Department of Education that it has read, understands, and affirms that the district accepts and commits to abide by the Carl Perkins Basic Grant Program and Fiscal Assurances 1 through 10 and the Accountability Assurances. Click on DISTRICT AGREES to signify that you have read this affidavit and will abide by the assurances.

PROGRAM and FISCAL ASSURANCES
1) Eligible recipients will annually evaluate their Career and Technical Education Programs (using the state established Performance Standards Evaluation process) to assess progress of all students, including special populations, in meeting Arizona's core indicators of performance [Sec.123(b)(1) and [Sec.134(b)(7)]. Special Populations are defined as "…individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency" [Sec.3(29)] . 2) The Performance Measures Core Indicators will be used to measure students' progress in: (a) Attainment of challenging State-established academic, and career and technical skill proficiencies; (b) Attainment of secondary diploma or equivalent, proficiency credential in conjunction with a secondary diploma; (c) Student graduation rates; (d) Placement in postsecondary education or advanced training, placement in military service, or placement in employment; (e) Participation in and completion of Career and Technical Education programs that lead to nontraditional fields [Sec.113(b)(2)(A)]. 3) Individuals who are members of special populations will be provided equal access to the full range of CTE activities and programs available to individuals who are not members of special populations, and will not be discriminated against on the basis of their status as members of special populations [Sec.122(c)(9)]. 4) Individuals who are members of special populations and are identified as needing appropriate supplemental support services, strategies, and activities will receive services to enable those individuals to meet or exceed state adjusted levels of performance and to prepare them for further learning and high skill, high wage or high demand careers [Sec.122(c)(9)]. 5) Eligible recipients will cooperate and participate with the eligible agency including compliance with timely and complete, accurate, and reliable data collection activities, monitoring, assessment and reporting requirements [Sec.122(c)(13)] 6) The eligible agency will comply with all requirements of this title and State Plan, including the provision of financial audit of funds received under this title [Sec.122(c)(11)]. Recipient agrees to maintain all books, records and other documents for at least 3 Federal fiscal years (5 years AZ recommended) after the final payment, or as described in 34CFR 74.53(b), whichever is longer.

7) Eligible recipients assure compliance with CTE Equipment Guidelines; none of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity or any affiliate [Sec.122(c)(12)].

8) Eligible recipients shall, to the extent practicable and upon written request from nonprofit private schools offering career and technical secondary education programs located in the geographical area served by the eligible recipient, permit the participation in such programs of CTE secondary school teachers, administrators and other personnel in in-service and preservice CTE professional development programs; may provide for the meaningful participation, in CTE programs and activities of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient; and shall consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in CTE programs and activities of secondary school students attending nonprofit private schools [Sec.317(a)(b)(1)(2)].

9)Eligible recipients will assure provision of a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education and provide services and activities that are of sufficient size, scope and quality to be effective [Sec.134(b)(6); 135(b)(8)].

10) Eligible recipients will assure obligation/spending of Perkins funds only after the date which application has been designated by ADE as substantially approved; no expenditures may be charged or reimbursed to the grant before date of substantial approval [34 CFR 76.703 (EDGAR)].

ACCOUNTABILITY ASSURANCES

Click on DISTRICT AGREES to signify that it has read the following information and will abide by the requirements.
Sec. 123(b)(2) of the Carl D. Perkins Career and Technical Education Act of 2006 requires a Local Improvement Plan to be developed by eligible recipients (LEAs) identified as not meeting at least 90% of an agreed-upon Local Adjusted Level of Performance for any of the core indicators of performance. Career and Technical Education programs meeting this criterion will be identified as Programs In Review (PIR).

The ADE has determined that in Arizona, this Local Improvement Plan will consist of program improvement objectives developed by the LEA and approved by ADE staff. These negotiated Objectives will be included in the Basic Grant Application for the appropriate year of implementation.

The LEA will submit periodic progress reports as part of the Basic Grant reporting requirements. ADE will conduct site visits to review the progress being made toward reaching the State/Local Adjusted Levels of Performance identified.

The LEA will make a good faith effort to effect remediation of the identified deficiencies (improvement objectives) and submit accurate data reports on a timely basis or risk interruption or possible loss of all CTE funding (State and Federal).

Secondary Grant Goals

For the rest of the application and the duration of the project period itself, these are the Career and Technical Education Basic Grant Goals to be regularly reviewed, addressed and met throughout the project period. Read these goals in preparation for addressing them in this application. When done, click on DISTRICT AGREES to signify that you have read the eleven goals below and agree to address these throughout the year as a means of ensuring compliance with the intent of the Perkins Act. DISTRICT AGREES from the dropdown box below. This page will print out with your application printout for your records to refer to as needed.

GOAL LIST
GOAL 1: LOCAL PLAN FOR CTE - Provide a Coherent Sequence of Instruction in Career and Technical Education programs [Sec.134(b)(1)]. List all of your CTE programs and the related courses offered in the Coherent Sequence Of Instruction to deliver all state designated standards [Sec.122(c)(1)(A)]. Provide teachers and students with strong experience in and understanding of all aspects of an industry, including internships and technology training [Sec.134(b)(3)(C)] [Sec.135(b)(5)(B)(C)(D)]. GOAL 2: PERFORMANCE LEVELS - Carry out Career and Technical Education programs to meet state/local adjusted levels of performance [Sec.134(b)(2)]. List FY 08 SALP/LALP for each measure (FY 09 will be added when available) [Sec. 113(b)(4)(A)(ii). Develop and implement evaluations of Career and Technical Education programs, including assessment of how the needs of special populations are being met [Sec.135(b)(6)]. Independently evaluate and continuously improve performance [Sec.123(b)(1)] [§134(b)(7)]. GOAL 3: SKILL ATTAINMENT - Improve academic and technical skills of Career and Technical Education students through integration of academics with Career and Technical Education programs [Sec.134(b)(3)(B)]. Teach Career and Technical Education students the same rigorous and challenging academic standards, per ESEA of 1965, as all other students, and encourage CTE students to enroll in rigorous courses [Sec.134(b)(3)(D)(E)] [§135(b)(1)]. GOAL 4: PROGRAM IMPROVEMENT - Based upon the State Program of Study models, eligible recipient must begin planning to participate in at least one Program of Study as described in Section 122(c)(1)(A); [Sec.134(b)(3)(A) and Sec.135(b)(1)]. Develop, improve, expand technology in Career and Technical Education programs [Sec.135(b)(4)(7)]. GOAL 5: INVOLVE STAKEHOLDERS – Strengthen collaboration with stakeholders, especially those from business and industry, as well as inform and involve parents, students, academic and CTE teachers, faculty, administrators, career guidance, and academic counselors, representatives of Tech Prep consortia, administrators, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals in the development, implementation, and evaluation of Career and Technical Education programs, including programs of study [Sec.134(b)(5)] [Sec.135(c)(1)]. GOAL 6: ACCESS/PROGRESS/SUCCESS FOR SPECIAL POPULATIONS - Prevent discrimination against special populations [Sec.134(b)(9)]. Identify and adopt strategies to overcome barriers to access/success for special populations [Sec.134(b)(8)(A)]. Provide programs designed to enable special populations to meet state/local adjusted levels of performance [Sec.134(b)(8)(B)]. Provide activities to prepare special populations for self-sufficiency [Sec.134(b)(8)(C) and [Sec.135(b)(9)]. GOAL 7: NONTRADITIONAL TRAINING – Describe how funds will be used to promote preparation for nontraditional fields [Sec.134(b)(10)] . GOAL 8: PROFESSIONAL DEVELOPMENT - Provide comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel, including training for integration of rigorous academic standards with relevant CTE [Sec.134(b)(4)] [Sec. 135(b)(5)].

Appendix S

GOAL 9: ARTICULATION - Link secondary and postsecondary Career and Technical Education programs including offering at least one Program of Study that may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways, including Tech Prep, to acquire postsecondary education credits [Sec.135(b)(2)] [Sec.122(a)(3)(c)(1)(A)(iii)].

GOAL 10: CAREER GUIDANCE - Provide career guidance and academic counseling through a career information system, resulting in a career plan for all Career and Technical Education students [Sec.134(b)(11)].

GOAL 11: FACULTY RECRUITMENT AND RETENTION - Provide efforts to improve recruitment and retention of CTE teachers, faculty, counselors, those groups underrepresented in the teaching professions, and the transition to teaching from business and industry [Sec.134(b)(12)].

Career and Technical Education (CTE) Equipment Guidelines

1. Equipment is defined as follows:

    a. Tangible personal property (equipment), as opposed to real property (land, buildings).
    b. Items whose useful life must be equal to or longer than one year.

2. Equipment with a purchase price limitation of $1,000 or more must be accounted for and controlled in accordance with the provisions of the Uniform System of Financial Records VI-E (USFR) for Arizona public schools. Equipment with a unit cost of $5,000 or more must be listed on the district's general fixed assets listing. (A district may select a lower cost amount at which items must be listed.) Charter schools are subject to the provisions of the Uniform System of Financial Records for Arizona Charter Schools (USFRCS). Non-secondary public schools, such as universities and community colleges, must follow the equipment purchase and inventory guidelines set forth under state law for their particular type of institution.

    Property contract procedures should include the Stewardship Listing provided under the provisions of USFR VI-E, for equipment costing at least $1,000 but less than $5,000, or similar controls for recipients to whom the USFR does not apply.

3. The acquisition cost is to include actual costs, including ancillary charges necessary to put the assets in use. Ancillary costs include tax, freight charges, assembly and installation, and other incidental costs.

4. Equipment must be logically related to, and necessary to, the occupation being taught. The equipment is to be used only for CTE programs or loaned/shared with other school-based programs so as <u>not</u> to interfere with the CTE program for which the equipment was originally purchased.

5. Eligible recipient will have available upon request requisitions, purchase orders and invoices for all CTE equipment purchases.

6. Equipment will have been received and be operational in sufficient time to make an impact on the current program.

7. All purchased equipment will have adequate insurance coverage.

8. Eligible recipients will have available upon request a physical inventory of CTE equipment. Districts and recipients should update their stewardship and general fixed assets listing at least annually for acquisitions and disposals.

9. Property records of CTE equipment with a unit cost of $5,000 or more shall include:

    a. Location (school, department, building, etc.)
    b. Identification number (tag number, serial number, or other number that specifically identifies the item)
    c. Description (model number, size, color, etc.)
    d. Method of acquisition (purchase, donation, construction, trade, or lease-purchase)
    e. Source of funding

f. Acquisition date (month and year of acquisition)
g. Purchase document number (P.O. number, voucher number, or other document number that can be used to trace to the supporting documentation)
h. Actual or estimated historical cost
i. Condition of asset (for assets with unit costs of $5,000 or more purchased with federal monies)
j. Percentage of federal participation (for assets with unit costs of $5,000 or more purchased with federal monies)

10. Property records for items costing at least $1,000 but less than $5,000 (Stewardship List) shall include specific details a, b, c, and f, consistent with listing for item 9 above.

11. A control system must be developed to ensure adequate safeguards to prevent loss, damage or theft of the property. Any loss, damage or theft shall be investigated.

12. Adequate maintenance procedures must be developed to keep property in good condition. Maintenance costs are the responsibility of the grant recipient and typically would not be an allowable Perkins grant cost. The use of Perkins funding to cover maintenance costs for equipment must be specifically authorized in the recipient's approved grant application.

13. Eligible recipient will show that proper procedures were followed when disposing of CTE equipment. A summary of required procedures is as follows:

    a. Disposition - when original or replacement equipment acquired under a grant or subgrant is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:

        1. Items of equipment with a current per unit fair market value of less than $5,000 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency.
        2. Items of equipment with a current per unit fair market value in excess of $5,000 may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.
        3. In cases where a grantee or subgrantee fails to take appropriate disposition action, the awarding agency may direct the grantee or subgrantee to take excess (amount) and disposition action.

    b. Right to transfer title - the federal awarding agency may reserve the right to transfer title to the Federal Government or a third party named by the awarding agency when such a third party is otherwise eligible under existing statutes. Such transfers shall be subject to the following standards:

        1. The property shall be identified in the grant or otherwise made known to the grantee in writing.
        2. The federal awarding agency shall issue disposition instruction within 120 calendar-days after the end of the federal support of the project for which it was acquired. If the federal awarding agency fails to issue disposition instructions

within the 120-calendar day period, the grantee shall follow EDGAR 34 CFR 80.32(e).

3. When title to equipment is transferred, the grantee shall be paid an amount calculated by applying the percentage of participation in the purchase to the current fair market value of the property.

14. All procurement transactions must be in compliance with state law and local regulations.

(See Uniform System of Financial Records (USFR), General Fixed Assets, VI-E-1 through 15)

(See 34 CFR 80.32, Equipment)

EQUIPMENT USAGE:

Please note that the federal regulations require:

a. that a district will not expend funds under this grant to acquire equipment (including computer software) that results in direct financial benefit to any purchasing entity or its employees or any affiliate of such an organization; and

b. that the district will use equipment for other instructional purposes only if (1) the acquisition of the equipment was reasonable and necessary for the purpose of conducting a properly designed project or activity; (2) the equipment is used after regular school hours or on weekends; and (3) such other use is:

   1. Incidental to the use of the equipment;
   2. Does not interfere with the use of that equipment for the purpose under which it was purchased; and
   3. Does not add to the cost of using that equipment for the purpose under which it was purchased.

In addition, the state requires that:

Equipment purchased with monies awarded for CTE must be used to support ongoing CTE programs. If a CTE program ends, the equipment must be used to support other ongoing, approved CTE programs.

In the event an eligible recipient no longer offers CTE or the equipment is no longer needed by any of the eligible recipient's CTE programs, the state may request that the equipment be transferred to another eligible recipient. If the state elects not to request the equipment be transferred, then the eligible recipient may transfer or dispose of the equipment in accordance with their own policies, subject to the requirements of state law or federal law, depending upon the source of funds used to purchase the equipment.

Perkins Postsecondary Basic Grant Information

To meet the requirements of the Carl D. Perkins Career and Technical Education Act of 2006, expenditure of Perkins funds must appropriately support the purpose of the Perkins Act, which is to "....develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs..." [§2]. The Local Application for each eligible recipient must address all of the required assurances and requirements included in this application. **All requirements must be addressed through Carl D. Perkins or other funding sources**

APPLICATION SUBMISSION REQUIREMENTS

The **DUE DATE for SUBSTANTIAL APPROVAL is May 30, 2008. FINAL DEADLINE** for **ALL** Basic Grant documentation to be submitted to ADE is June 30, 2008. Grant applications received after this date will **NOT** be processed. We encourage early submission of your applications in order to resolve issues and facilitate prompt funding. **Amendments may be required based on performance measures and/or program approval information.**

GRANT RECIPIENT APPLICATION REQUIREMENTS

Basic Grant Recipients are **REQUIRED** to submit the following application forms:

___State Approved Program Plan (submit with online grant application)
___Online Grants Management Enterprise Financial Data Forms

GRANT RECIPIENT DATA REPORTING REQUIREMENTS

Basic Grant Recipients are **REQUIRED** to submit the following reports/data:

___Mid Year Financial/Narrative Report
___Final Budget Amendment (if needed)
___Fiscal Completion Report
___Program Completion Narrative Report
___Enrollment Report (Form III for the CAR)
___Accountability Report (Form IV for the CAR)

PRINTING INSTRUCTIONS

To print a specific page, select page title link in the left navigation section, “right click” within the main body of text and select “print”. To print the entire application, select “Summary & Submit” link, “right click” within the main body of text and select “print”. You may view and print the submitted application by re-entering the application process.

SUBMISSION INSTRUCTIONS

To submit the application, click the "Summary & Submit" link located at bottom of the left navigation section. Scroll to the bottom of this page. Click "Submit Application" button. Click "Printer Friendly Version" button to print the application. The application will be reviewed for completeness and will either be approved or returned to you for corrections. If corrections are needed, comments will be located at the top of each section in RED. Make the necessary corrections and re-submit the application. (Remember to SAVE the changes). **DO NOT DELETE THE COMMENTS MADE BY THE SPECIALIST**. Upon receipt of the application, the BG specialist will use the comments to verify the corrections have been made.

Career and Technical Education Resource Contacts for Information

BASIC GRANT CONTACTS:
Julie Siwanowicz, Postsecondary Specialist (602) 364-2476
Helen Bootsma, Director, Development & Innovations (602) 542-5963

FINANCIAL CONTACTS:
Ted Davis, Director, Grants and Management Information Services (602) 542-5349
Nancy R. Schmidt, Financial Issues Supervisor (602) 542-3823
Tammie Chavez, Contract Management Specialist (602) 542-3839

GRANTS MANAGEMENT ON-LINE TECHNICAL ASSISTANCE CONTACTS:
For assistance with the on-line Career and Technical Education Basic Grant application contact the following:
Sarah Lors (602) 542-4339
Mary Dallman (602) 542-3470
Grants Management Office (602) 542-3452

FOR ADDITIONAL ASSISTANCE FROM DEVELOPMENT & INNOVATIONS UNIT, CONTACT:
Elaine Dawson, Administrative Assistant, (602) 542-7856

Arizona Career and Technical Education

VISION
Ensure a dynamic workforce by fully developing every student's career and academic potential.

MISSION
Prepare Arizona students for workforce success and continuous learning.

PROGRAM and FISCAL ASSURANCES

Community College District provides assurance to the Arizona Department of Education that it has read, understands, and affirms that the Community College District accepts and commits to abide by the Carl Perkins Basic Grant Program and Fiscal Assurances.

FISCAL ASSURANCES

Click on **COMMUNITY COLLEGE DISTRICT AGREES** to signify that you have read this affidavit and will abide by the assurances.

1. The recipient assures that the Arizona Department of Education, the legislative auditors, and all other required personnel will be permitted access to the records and financial statements as necessary. The recipient will comply with all requirements of this title and State Plan, including the provision of financial audit of funds received under this title. §122(c)(11).

2. The recipient assures compliance with Arizona Department of Education CTE Equipment Guidelines. None of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity or any affiliate. §122(c)(12).

3. The recipient assures they are informed of the requirements imposed by Federal laws, regulations, and the provisions of contracts or grant agreements as well as any supplemental requirements imposed by the Arizona Department of Education according to regulations issued by Office of Management and Budget Circular A-133. The recipient assures to comply with the requirements issued by the Office of Management and Budget Circular A-21 (postsecondary guidelines) in reference to the cost principles that apply for determining allowable costs.

4. The recipient assures to use program funds only to supplement and not supplant funds from non-Federal sources, and to the extent practical, increase the level of funds that would, in the absence of the Federal Funds, be made available from non-Federal sources. Recipient agrees to maintain all books, records and other documents for at least (3) federal fiscal years (5 years recommended) after the final payment or as described in 34CFR 74.53(b) whichever is longest.

5. The recipient assures obligation/spending of Perkins funds will occur only after the date which application has been designated by ADE as substantially approved; no expenditures may be charged or reimbursed to the grant before date of substantial approval. 34 CFR 76.703 (EDGAR).

PROGRAM ASSURANCES

1. The recipient agrees to administer each program, service, or activity covered in this application in accordance with all applicable statutes and regulations governing the Carl D. Perkins Career and Technical Education Act of 2006 to include:

    a) Strengthening the academic, occupational and technical skills of students
    b) Providing students with strong experience in and understanding of all aspects of an industry, including partnerships/collaborations with local industry representatives
    c) Developing, improving or expanding the use of technology in career and technical education
    d) Providing professional development programs to instructors, counselors, and administrators
    e) Developing and implementing evaluations of career education programs
    f) Initiating, improving, expanding, and modernizing quality career and technical education programs
    g) Providing services and activities that are of sufficient size, scope, and quality to be effective
    h) Linking secondary and postsecondary career and technical education, including Tech Prep initiatives and articulation agreements to include credits §2(4)(A-B).

2. The recipient agrees to be in compliance with Title VI of the Civil Rights Act of 1964, as amended; Title IX Regulations; Section 504 of the Rehabilitation Act of 1973, as amended; Individuals with Disabilities Education Act and any other federal or state laws, regulations and policies which apply to the operation of the program.

3. The recipient will annually evaluate their Career and Technical Education Program using the state established completion reports to assess progress of all students, including special populations, in meeting Arizona's core indicators of performance §123(b)(1); §134(b)(7). The recipient will cooperate and participate with the eligible agency including compliance with timely and complete, accurate, and reliable data collection activities, monitoring, assessment and reporting requirements §122(c)(13) or risk interruption or possible loss of all CTE funding.

4. The recipient assures equal access for students with disabilities will be accomplished through each college's accommodation policy as required by Title II Americans with Disabilities Act of 1990 (ADA).

5. The recipient has submitted the applicable program plan for State approval in conjunction with this grant application. The recipient has identified in the local plan submitted under Section 134, levels of performance for the year(s) covered by the local plan §113(b)(4)(A)(ii).

6. Within this grant period, the recipient has included performance improvement objective(s) for each core indicator deficiency identified as not meeting 90% of the agreed upon State or Local Adjusted Level of Performance, whichever is applicable. These objectives can be found in the approved program plan for this grant year.

REQUIREMENT LIST

For the rest of the application and the duration of the project period itself, these are the Perkins Basic Grant Requirements to be regularly reviewed, addressed and met throughout the project period.

Read these requirements in preparation for addressing them in this application. When done, "click" **COMMUNITY COLLEGE DISTRICT AGREES** to signify that you have read the requirements below and agree to address these throughout the year as a means of ensuring compliance with the intent of the Perkins Act.

REQUIREMENT 1: PROGRAM PLAN
Offer relevant elements of not less than 1 career and technical education program of study §135(b)(2); Provide services and activities that are of sufficient size, scope, and quality to be effective §135(b)(8); Initiate, improve, expand, and modernize quality programs including relevant technology §135(b)(7).

REQUIREMENT 2: EDUCATION AND INDUSTRY PARTNERSHIPS
Link career and technical education between the secondary and postsecondary levels (i.e., articulation agreement) §135(b)(2); Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences §135(b)(3); Encourage collaboration with technology industries to offer voluntary internships and mentoring programs for students §135(b)(4)(C); Support education and internship programs for instructors to stay current with all aspects of an industry and that provide relevant business experience §135(b)(5)(B,C).

REQUIREMENT 3: STUDENT SUCCESS
Strengthen and integrate academic and career and technical skills of students using a coherent sequence of courses within career and technical education programs §135(b)(1); Provide students with the academic and career and technical skills that lead to entry into the technology fields §135(b)(4)(B); Provide activities to prepare all students including special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency and student success §135(b)(9).

REQUIREMENT 4: FACULTY SUCCESS
Develop, improve, or expand training of instructors, faculty, and administrators to use technology §135(b)(4)(A); Provide professional development programs for a) in-service and pre-service training on effective teaching strategies, b) education programs for instructors to stay current with all aspects of an industry, c) internship programs that provide relevant business experience; and d) train in the effective use and application of technology to improve instruction §135(b)(5)(A,D).

REQUIREMENT 5: PROGRAM EVALUATION
Each eligible recipient shall identify in the local plan levels of performance for each of the core indicators §113(4)(a)(2); Annually evaluate the local adjusted levels of performance §123(b)(1); Develop and implement evaluations of the career and technical education programs including an assessment of how the needs of special populations are being met §135(b)(6).

Appendix T

CTE EQUIPMENT GUIDELINES

See Appendix S, page 196

Tech Prep Application - FY 2009
Arizona Tech Prep Initiative

PROGRAM TOPIC: Tech Prep

PURPOSE:

The purpose of this project is to assist Tech Prep consortia in the continuation of Tech Prep programs. Eligible applicants for this funding are those consortia who participated in FY08 and newly requested consortia only. Continuation grants will be awarded depending upon available funds and reported accomplishments during the previous funded year. In applying for these funds, each consortium will describe their plan to address specific initiatives and requirements as described in this RFP and from State Tech Prep meetings during the 2008-2009 year. **Special emphasis for the 2008-2009 award year shall be on articulation and Program of Study efforts as well as on new data reporting standards.**

Eligible Applicants: Consortia with currently funded projects and newly requested consortia only.

Eligible applicants are currently funded Tech Prep consortia and newly requested consortia only. Consortia are recommended to identify a single college/local education agency, in partnership with a single consortium name, to act as fiscal agent for the consortium and establish a central governance structure for the consortium. Institutions, which desire to participate in this manner, are required to execute an Intergovernmental Agreement, per A.R.S. §11-952. IGAs should be reviewed annually. An example of an acceptable fiscal agent name would be Solar High School District/Javelina Arizona Consortium.

Estimated Funding: As allocated by Carl D. Perkins Federal Funds Title II (Tech Prep).

Consortia projects will be funded using the following formulae, based on FY 2006-07 data and available resources.

1. Secondary Tech Prep enrollment by consortium (up to $500,000 available)
2. Secondary Tech Prep concentrators/completers that have transitioned to postsecondary education (Up to $500,000 available)
3. Postsecondary Tech Prep Enrollment (Up to $500,000 available)
4. Total number of postsecondary performance measures achieved (Up to $200,000 available)
5. Special Projects – selected consortia may be awarded funds to provide services to all state consortia (Up to $200,000 available).

Project Timeframe: This project will begin on July 1, 2008 and conclude on September 30, 2009

Project Application: A completed project **must contain the following documents**, **IN THIS ORDER**

Form Number	Form Name	RFP Section
ADE 31-204	Application/Amendment Cover Sheet (Signature Page)	Cover Page
Attachment 1	Project Description Template (6 pages)	Section 2
Attachment 2	Budget Distribution by Components Form, Sec./Postsecondary	Section 3
ADE 9702/9710	State and Federal Program Financial Budget/Payment Report	Section 4
ADE 22-084	Detailed Expenditure Budget Worksheet	Section 4
ADE 40-002B	Capital Outlay	Section 4
Attachment 3	Tech Prep Consortium Structure (3 pages)	Appendix I
Attachment 4	Tech Prep Articulated Programs Chart, 2007/2008	Appendix II
Attachment 5	Tech Prep Student Counts Matrix, 2006/2007 (4 pages)	Appendix III
Attachment 6	Consortium Five-Year Plan, FY10 – FY14	Appendix IV
Attachment 7	4-Star Consortium Profile for FY2007/2008	Appendix V

The consortium project description, signature and budget pages, and all attachments should be submitted as one packet. For approval, only one project may be submitted by each consortium inclusive of the project description as outlined, the budget and all required attachments.

COVER PAGE/ASSURANCES:

Form ADE 31-204, 6/97 Application/Amendment Cover Sheet (Signature Page) must be the first page of the project application. By signing this form, the applicant agrees that the Arizona Department of Education General Statement of Assurance, as well as the following specific assurances, will be met.

1. The applicant agrees that consortium members are qualified participants (secondary and postsecondary) as defined in Title II of Sections 201-206 of the Carl D. Perkins Career and Technical Education Act of 2006.
2. The applicant agrees that consortium members are not subject to a default management plan required by the U.S. Secretary of Education.
3. The applicant agrees that student credits awarded and LEA/Community College reimbursement for credits will be in accordance with the policies established by the Arizona Department of Education and applicable statutes.
4. The applicant agrees that the secondary CTE programs supported by this funding are state approved comprehensive programs on the Arizona Department of Education 2008 CTE Program List.
5. The applicant will not co-mingle Tech Prep funds with other funding.
6. The Tech Prep consortium structure shall be set up according to the guidelines in Attachment 3.
7. The applicant agrees to participate in Tech Prep Director meetings, ADE Local Directors meetings, State committees, regional or national meetings related to Tech Prep, and may include these costs in the project budget.
8. The applicant agrees to comply with the Statewide Evaluation Plan.
9. The recipient assures to use program funds only to supplement and not supplant funds from non-Federal sources and, to the extent practical, increase the level of funds that would, in the absence of the Federal Funds, be made available from non-Federal sources. Recipient agrees to maintain all books, records and other documents for at least (3) federal fiscal years (5 years recommended) after the final payment or as described in 34CFR 74.53(b) whichever is longest.

PROJECT DESCRIPTION:

The applicant must address each of the following requirements in the Project Description, and must present the information in this order:

1. The applicant shall provide a table of contents followed by a brief introduction to the consortium. A summary of progress-to-date in each of the six program components: Articulated and Programs of Study, Professional Development, Partnerships, PIE^2, ACCESS, and CIA. Include the 4-Star rating at the beginning of the summary for each component. (Limit to 3 pages)
2. The applicant shall describe how it will address each of the identified Components of the Arizona Tech Prep Framework. Within the Components it will address the priorities of Articulation, Programs of Study, as well as the areas of Professional Development, Technology, partnerships, work-based learning, assessments, communications/education/recruitment, equal access, guidance and evaluation as needed or directed in the Components goals. Special emphasis shall reflect those areas identified in the 4-Star Consortium Profile and the Statewide Evaluation Consortium Summary as needing improvement and Federal Performance Measures needing improvement as identified in the CAR.
   - 2.1 Identified Components: 1 - 6
     1. Articulated and Programs of Study
     2. Professional Development
     3. Partnerships
     4. PIE^2 (Providing Information on Education and Employment)
     5. ACCESS (A Comprehensive Commitment to Equality for Student Success)
     6. CIA (Continuous Improvement Accountability – Evaluation)

   - 2.2 Template for Project Description provides the format. The applicant must complete the following program description:
     - 2.2.1 Identified Goals

       Each identified Tech Prep Component has an identified Statewide Goal. The Project Description should delineate how the consortium will address these goals. The goals are included within the Project Description template. A consortium may add local goals as they relate to the specific consortium program and support the statewide goals.

2.2.2 Objectives
Specific objectives accurately describe the outcomes of the program. Objectives must be measurable, relate directly to the statewide goals and address project requirements. Objectives should include an identified target audience.

2.2.3 Activities
Activities describe, in a comprehensive and logical sequence, what the consortia plans to do in order to meet the program objectives and statewide goals.

2.2.4 Target Dates
Targeted dates identify the anticipated completion of identified activities.

2.2.5 Documentation
Documentation identifies how the consortium will know they have met their objectives through the identified activities and will be a part of the consortium evaluation process and product.

3. The applicant shall complete the Budget Distribution by Components Form. This form should follow Section 2 of the Project Description.

4. The applicant shall complete the required State and Federal Program Financial Budget/Payment Report (ADE 9702), the Detailed Expenditure Budget Worksheet (ADE 22-084) and the Capital Outlay Form (ADE 40-002B).

APPENDICES:

The applicant shall include the following documents in the Appendices.

1. Appendix I
   Governance and Organization
   1.1 The applicant shall describe the organization of the consortium. (Use flow charts and matrixes for clarity and brevity.)
   1.2 Governance Structure: Leadership Team Members, Executive Committee, Site Coordinators, Tech Prep Staff, other identified leadership
   1.3 Tech Prep Leadership Team meeting dates, times, sites
   1.4 Consortium Management and Fiscal Responsibility, including percent (%) of Director's time for each component

2. Appendix II
   Articulated Programs and Student Counts
   2.1 A description of the Program of Study (i.e. coherent sequence of courses) for each Tech Prep Program at each site that is articulated and reflecting <u>all</u> models of articulation.
   2.2 2006-2007 Tech Prep Student Count Matrix, identifying Tech Prep programs and students served.

3. Appendix III
   Consortium Five-Year Plan, FY10-FY14, Years 2,3,4 5, and 6 only

4. Appendix IV
   Arizona 4-Star Comprehensive Program Model/Self-Study; 2007/2008 Consortium Profile
   (As reported in the 2007/2008 Final Report)

BUDGET GUIDELINES

The Budget Distribution by Component Form should be used as the narrative budget justification for all components and must also include allocation for project management. This form explains each line item from the Detailed Expenditure Worksheet (ADE 22-084) and should be included as the last page of the Project Description. Use an approximate level of 35% as a guide for consortium management administrative costs, including indirect costs and 60% to be allocated to Articulations and Program of Study.

In addition to the Budget Distribution by Components Form, the following forms must be used: The State and Federal Program Financial Budget/Payment Report (Form No. ADE 9702) and the Detailed Expenditure Budget Worksheet (Form ADE 22-084). The Capital Outlay Form No. ADE 40-002B must be completed for

equipment purchases. This form is to be completed in compliance with the CTE Equipment Guidelines. Site monitoring will occur at all secondary/postsecondary schools with approved Capital Outlay.

ALLOWABLE COSTS:

Salaries and benefits, travel for in-service, substitute pay, consultant fees, contractual services, supplies and materials (including instructional materials) and indirect costs may be included. Equipment purchases will be limited to those items that benefit the **TOTAL CONSORTIUM EFFORT** (i.e. FAX, modems and software for student tracking and/or placement).

SUBMISSION:

You will not be able to file your application electronically. All of the necessary forms and grant instructions can be provided electronically from the State Tech Prep office. Certain financial forms are available electronically on the ADE Web Site, which can be found at http://ade.state.az.us. When you apply by mail, please submit your original application plus two copies. Only the original application requires an original (blue ink) signature.

Your completed application forms (plus 2 copies) are to be sent to:

Arizona Department of Education
CTE Section
Financial Services – Tammie Chavez
1535 West Jefferson, Bin No. 36
Phoenix, Arizona 85007

Applications sent to any location other than the above, or after the due date, will not be considered as officially received.

DUE DATE: No Later Than 5:00 P.M. on Friday, May 30, 2008.

PRODUCTS: Recipients of these funds shall submit the following products:

Quarterly reports, describing the accomplishments to date on each project objective. Use the same template as is used for the Project Description for the detailed report. Each quarterly report must include a 1-3 page Executive Summary of the accomplishments of that quarter, a Components section, and any products produced during the quarter.

Note: Quarterly Reports are to be cumulative, with the current quarter being reported printed in **BOLD**.

1. First Quarterly Report to include (in addition to the items in #1):
   - 2.1 Updated Leadership Team meeting dates, times, sites.
   - 2.2 Updated Consortium Tech Prep Leadership lists, including Leadership Team, Site Coordinators, and other leadership personnel.
   - 2.3 Tech Prep Student Count Matrix, 2006/2007

2. A Final Project Report shall also include each of the following (in addition to the items in #1):
   - 3.1 The cumulative Quarterly Report, describing the accomplishments of all objectives, activities and noting completion dates and documentation on file.
   - 3.2 A description of the Program of Study (i.e. coherent sequence of courses) for each Tech Prep Program at each site that is articulated and reflecting all models of articulation.
   - 3.3 Tech Prep Student Count Matrix, 2008/2009
   - 3.3 Copies of all products produced during the project and not previously submitted.
   - 3.4 Arizona 4-Star Comprehensive Program Model/Self-Study; 2008/2009 Consortium Profile
   - 3.5 Postsecondary Tech Prep Student Count Matrix

3.

Reporting Dates:	Project Narrative
First Quarter	October 15, 2008
Second Quarter	January 15, 2009
Third Quarter	April 15, 2009
Fourth Quarter	July 15, 2009
Fifth Quarter	October 15, 2009
Final Report	December 30, 2009

4. All amendments are due to Arizona Department of Education by June 30, 2009.

QUESTIONS:

Financial:	Tammie Chavez	602/542-3839
Programmatic:	Dennis Fiscus	602/542-5356

ATTACHMENTS:

1. Project Description Template
2. Budget Distribution by Components Form, Secondary/Postsecondary*
3. Tech Prep Consortium Structure Guidelines
4. Articulated Programs Reporting Template
5. Tech Prep Student Counts Matrix
6. Statewide Evaluation Plan, including 4-Star Model Program Document

Required ADE Forms*

- ADE 31-204 Application/Amendment Cover Sheet (Signature Page)
- ADE 9702/9710 State and Federal Program Financial Budget/Payment Report
- ADE 22-084 Detailed Expenditure Budget Worksheet
- ADE 40-002B Capital Outlay

***All Consortia Submissions:**

1. Use the SECONDARY Budget Distribution by Components Form for Project Description, Section 3

2. Use Form 9702, State and Federal Program Financial Budget/Payment Report, for Project Description, Section 4

Arizona Career and Technical Education (CTE) Delivery System

Vision: Ensure a dynamic workforce by fully developing every student's career and academic potential.
Mission: Prepare Arizona students for workforce success and continuous learning.

Career Management

Students will manage their careers for workforce success by:

- Transitioning to higher education
- Utilizing labor market information for career selection
- Obtaining postsecondary occupational certificates and degrees
- Completing on-the-job-training
- Updating technical skills

Career Preparation Grades 10 through 12*

Students will have an opportunity to prepare for careers by:

- Enrolling in CTE programs reflecting current labor market projections in Arizona
- Achieving academic standards including reading, writing, math and science embedded in CTE programs
- Attaining industry-validated competencies
- Completing technical assessment options identified for CTE programs
- Enrolling in CTE programs with curricular flow articulation to postsecondary

* Some 9th grade Career Exploration may include Career Preparation when the curriculum is designed to be delivered in grades 9 through 12.

Career Exploration Grades 7 through 9

Students will explore careers and attain academic and technical skills in the following foundational areas**:

- Academic foundations*
- Communications
- Problem solving and critical thinking
- Information technology
- Organizational systems
- Safety, health and environment
- Leadership and teamwork
- Ethics and legal responsibilities
- Employability and career development
- Technical foundations

Career Awareness Kindergarten through Grade 6

Students will demonstrate proficiency at appropriate levels in the Arizona Workplace Standards***:

- Communication skills
- Computation skills and data analysis techniques
- Critical and creative thinking skills
- Teamwork skills
- Marketable skills development
- Social, organizational and technological systems
- Technological literacy
- Personal and professional resource management

** Career Clusters on the web at http://www.careerclusters.org/16clusters.htm
***Arizona Workplace Standards on the web at http://www.ade.az.gov/standards/workplace/default.asp

2008-2009 Notification of Intent for Comprehensive High School Process

Instructions to submit a Notification of Intent to begin a new Career and Technical Education Program:

1. Complete one form for each new program and new option for each site, even if the district is already offering the program at another site. Please note: a NOI must be submitted for all new programs seeking Carl D. Perkins Basic Grant and State Block funds even if a JTED is submitting an "Application for Course Approval" for that program.

2. Complete all blanks in the program information area and check the appropriate boxes. Be sure to include Option information if appropriate.

3. List planned sequence of courses with projected implementation date and projected enrollment. Identify the location where each course will be taught (high school campus, community college campus, JTED campus etc).

4. Record instructor information if known, if unknown at the time of submission enter "To Be Determined."

5. Secure required signatures. Please note, the superintendent's signature is required on the form.

6. Submit completed NOI form with original signatures by January 1, 2008 to:

   Jan Brite, Director
   Career Pathways
   Career and Technical Education
   Arizona Department of Education
   1535 W. Jefferson, Bin #42
   Phoenix, AZ 85007
   Fax #: (602) 542-5334

7. Upon receipt of the NOI form, the assigned area State Supervisor will review within 90 days. If the NOI is complete and the program appears viable (requested components in place) the program will be approved to proceed for school year 2008-2009.

8. This "start-up year approval" will allow funding for one year.

9. The assigned State Supervisor will contact the district in the fall of 2008 or early 2009 to schedule a site visit to review the progress of the program and provide technical assistance if needed or requested.

10. By the end of year one (2008-2009 school year), if the program has met or exceeded all required components the program will be fully approved.

11. If all required components have not been met by the end of the first year, the program may continue for an additional year if along with the State Supervisor, the program develops and submits a detailed plan outlining how the deficiencies will be met during the next year.

12. By the end of year two, if all required components to grant full approval for the program have not been met the program will be designated as "unapproved" and will no longer be funded.

NOTIFICATION OF INTENT FOR COMPREHENSIVE HIGH SCHOOLS RECEIVING PERKINS AND STATE PRIORITY FUNDS
TO IMPLEMENT A NEW CAREER AND TECHNICAL EDUCATION PROGRAM—SCHOOL YEAR 2008-2009

Program Information

Contact Person:_____ Email: _____ Phone: _____

School: _____ District _____ CTDS: _____ Date: _____

Address: _____ City: _____ Zip: _____ Program Physical Location: _____

New Program Name: _____ CIP: _____ Option(s) Programs with Options must specify which option(s) will be taught (i.e. A, B, C, D):

Will this program replace an existing program? ☐ *Yes* ☐ *No* Non-Active Program Name: _____ Non-Active Program CIP: _____

Is this a JTED program? ☐ *Yes* ☐ *No* *If yes, the JTED Superintendent also will need to submit a "JTED Application for Course Approval"*

New Option for Existing Program? ☐ *Yes* ☐ *No* Program Name: _____ CIP: _____ New Option(s) (i.e. A, B, C, D):

Check the appropriate boxes, indicating the following items will be developed/integrated into the program for 2008-2009 School Year:

☐ Community assessment; data indicating opportunities for students for employment or continued training/education in this program.

☐ Administrators, Parents, Community and local Business and Industry are involved in the development and maintenance of this program.

☐ Sufficient enrollment, staff, equipment and facilities will be in place to implement this program. Required reports and data will be submitted.

☐ Program Standards are actively utilized in the coherent sequence of courses with including integration of Academic Standards.

☐ Students will be engaged in work-based learning experiences and/or activities.

☐ CTSO will be integrated (check the appropriate box): ☐ *DECA* ☐ *FBLA* ☐ *FCCLA* ☐ *FEA* ☐ *FFA* ☐ *HOSA* ☐ *SkillsUSA*

Planned Course Sequence

Courses listed below must deliver the entire set of state-designated program competencies:

Intended Grade Level	Course CIP per Handbook	Local Course Title	Implementation Date	Projected Enrollment	Physical location where course is taught (high school campus, com. college, etc)	Teacher Name	Appropriate VTE/ CTE Certification
Career Exploration (7-9)							☐ *Yes* ☐ *No*
Career Preparation (9)							☐ *Yes* ☐ *No*
Career Preparation (10)							☐ *Yes* ☐ *No*
Career Preparation (11)							☐ *Yes* ☐ *No*
Career Preparation (12)							☐ *Yes* ☐ *No*

Signature

Teacher / Department Chair:_____Date:_____ School Principal:_____ Date:_____

Local CTE Director:_____ Date: _____District Superintendent:_____ Date:_____

Please Submit One Form For Each New Program and Option at Each Site – No Later Than January 1, 2008 – Fax: 602-542-5334

***Please submit by deadline. If the school is unable to offer the program during the '08-'09 school year, please withdraw the NOI in the fall of 2008.**

Appendix X

ASSOCIATE SUPERINTENDENT APPROVAL

STATE BOARD MEETING DATE October 23, 2006

SUBJECT: Formula for Career and Technical Education Program List

SUBMITTED BY: Barbara Border on behalf of Milton D. Ericksen

MANAGEMENT TEAM REVIEW:

Recommendation #2
Add a new category to the CTE Program List called "new and emerging" programs and distribute Vocational State Block Grant enrollment funds at 125 percent of the maximum funding weight. New and emerging programs have insufficient data to support them using the regular formula. These two – three programs will appear on the top of the program list. Several recent research reports such as the Battelle Reports and the Public Works High School Alignment Report identified occupations in this category. One strand is Engineering , Math, Technologies and Science. Another strand is in the area of Biomedical Health, Genomics, Technologies and Science. Both are targeted as high growth potential in Arizona. They will articulate with postsecondary institutions.

BOARD ACTION REQUESTED: [ ] INFORMATION [X] ACTION/DESCRIBED BELOW:

Information presented at September 25, 2006 Board meeting.

Request to approve the change consisting of adding "new and emerging" programs to the CTE Program List.

ATTACHMENTS: YES [x] NO[ ]

Use of Reserve Funds

CTE Innovative Programs Grant
2007-2008

Total first-year award through competitive application under Perkins IV: $538,056

Maricopa Unified School District
Jack Wallbrecht, CTE Director
Amount of First Year Award: $33,925

Description:

Project Waterworks is a year-long program that will meet daily in collaboration with Global Water Center in Maricopa, Arizona to provide students with training and certification(s) through a Utility Operations Internship program. This will be accomplished through a combination of classroom preparatory activities and problem-based learning situations at Global Water Center's Premier water recycling facility.

East Valley Institute of Technology
Janet Cox, Assistant Superintendent
Amount of First Year Award: $270,063

Description:

East Valley Institute of Technology (EVIT) will offer a Biotechnology Program that is designed to introduce students to different techniques used in biotechnology and genetic engineering through the use of hands-on laboratory training. This course will be offered at EVIT's new state-of-the-art health building and will have a classroom/lab environment which will aid students in developing extensive skills in preparing the materials and using the equipment necessary in research or an industry laboratory setting. This program will infuse two academic models – one an academy model and the other a project-based learning model.

Tucson Unified School District
Kathy Prather, CTE Director
Amount of First Year Award: $99,921

Description:

Project BTL: Developing Biotechnology Leadership in Students was developed by Tucson Unified School District Career and Technical Education to provide advanced studies in biotechnology and bioscience through classroom experience, job shadowing and summer internships with collaborating Biotech industry partners. This collaborative partnership with The University of Arizona College of Science, the Bio5 Institute and Southwest Environmental Health Science Center will increase the student's bioscience content knowledge and hands-on skills in a contextual learning environment.

Sierra Vista Public Schools
Kriss Hagerl, CTE Director
Amount of First Year Award: $68,841

Description:

Sierra Vista Unified School District Career and Technical Education will develop a High School Pre-Engineering Program in partnership with Cochise College that will be combined with pre-existing college preparatory level academics at Buena High School. Along with a structured engineering program introduced at the College, students will be prepared for postsecondary engineering studies and/or high wage, high skilled occupations in the industrialized workforce. The partnership will implement Project Lead the Way (PTLW) and this innovative educational concept will bring multiple partnerships together to improve student learning, increase student retention rates and enhance career placement of participating students.

Tolleson Union High School District
Marilyn Keller, CTE Director
Amount of First Year Award: $65,306

Description:

Tolleson Union High School District will create a Biomedical/Health Science Academy based on the Project Lead the Way (PLTW) Biomedical Technology curriculum. This wall-to-wall academy will provide an integration of core academic subjects resulting in a complete curriculum of academic and career classes to provide students with many alternative paths in a very broad health care career cluster. The addition of this new Biomedical/Health Science Academy to the existing Sports Medicine Academy would not only develop students' academic and career potential, but also provide opportunity to be part of an industry that has unlimited potential.

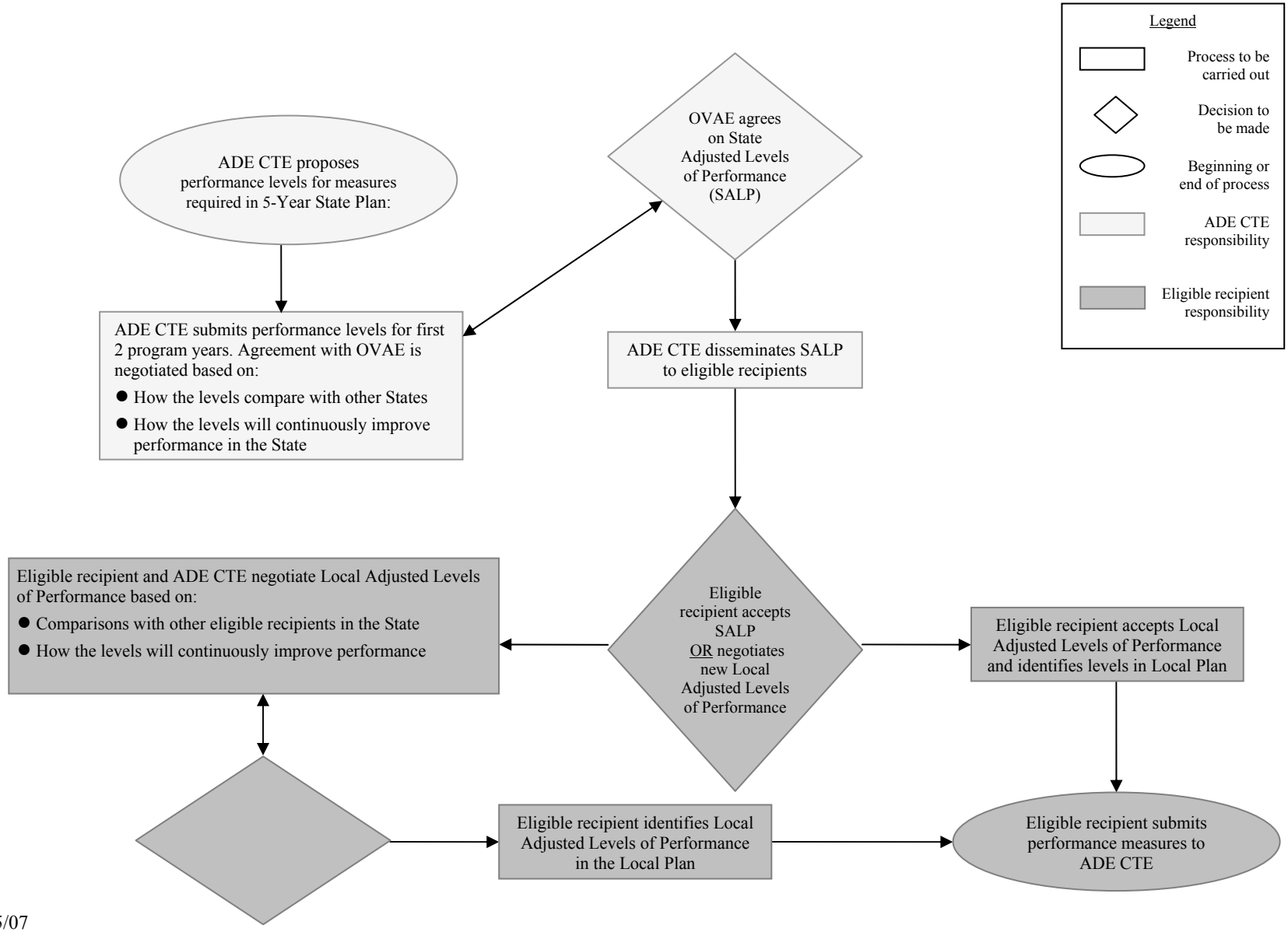
Identifying and Negotiating Indicator Levels

The activities listed below indicate eligible recipient involvement in levels for each of the fourteen performance indicators:

Input on Levels with Eligible Recipients	Data Identified in State Plan	Levels Negotiated with OVAE	SALP Notice to Eligible Recipients	Perkins IV Years
State Plan Work Group identified levels	AMO for 1S1, 1S2 and 4S1 3 NCLB indicators Transition Plan submitted May 2007	5/1/07-6/30/07 Year 1 3 NCLB Indicators negotiated and approved June 30, 2007	All eligible recipients accepted SALP Fall 2007	7/1/07-6/30/08 Perkins IV Transition Year 1
State Plan Work Group identified levels Fall 2007	Levels for all remaining Indicators are identified in FAUPL forms April 2008	4/1/08-6/30/08 Year 2 Negotiate on 5 remaining secondary and 6 postsecondary indicators June 30, 2008	Notify all eligible recipients regarding SALP for 5 remaining secondary and 6 postsecondary indicators Fall 2008	7/1/08-6/30/09 Perkins IV Year 2
State Plan Work Group will identify levels Winter 2009		4/1/09-6/30/09 Year 3-4 Negotiate on all 14 indicators June 30, 2009	Notify all eligible recipients regarding SALP for all 14 indicators Fall 2009	7/1/09-6/30/10 Perkins IV Year 3
Implement SALP 7/1/10-6/30/11 Perkins IV Year 4				
State Plan Work Group will identify levels Winter 2011		4/1/11-6/30/11 Year 5-6 Negotiation on All Indicator Targets June 30, 2011	Notify all eligible recipients regarding SALP for all 14 indicators Fall 2011	7/1/11-6/30/12 Perkins IV Year 5
Implement SALP 7/1/12-6/30/13 Perkins IV Year 6				

Appendix AA

Two-Year Performance Levels Agreement Process



1/25/07

Procedure for Requesting Local Adjusted Levels of Performance (LALP)

Each local recipient must agree to accept the state adjusted levels of performance, or negotiate with the state for new levels for each of the Performance Measures[Sec. 113(b)(4)]. The Arizona Department of Education, Career and Technical Education (ADE CTE) will inform each Local Education Agency (LEA), by certified mail, the State Adjusted Level of Performance (SALP) for each Performance Measure. The forms will be available at http://www.ade.az.gov/cte/.

State Adjusted Levels of Performance

Performance Measure	Perkins 98	Perkins 06 7/1/2007-6/30/2008
1S1 Academic-Reading	69.55%	48.6%
1S2 Academic-Math	33.14%	40%
4S1 Graduation	97.98%	71%

Process to request a Local Level of Performance (LALP):

- LEA requests LALP using the form "Request to Negotiate Local Level of Performance" for the appropriate Performance Measure (1S1, 1S2, 4S1).
- LALP Hearing Committee approves or disapproves request for negotiated LALP and submits recommendation to State CTE Director.
    - LALP Hearing Committee to be made up of the following:
        - ADE representative from Educational Services and Resources.
        - 3 or more Local CTE Local Directors from non-invested districts.
        - 2 School Administrators from non-invested districts to include Principal/Superintendent.
- State CTE Director sends letter approving or disapproving the Request to Negotiate Local Level of Performance decision.
- The Local Plan "Basic Grant Application" will be amended to include an objective for a specific goal that addresses the negotiated LALP(s).
- LEA submits the status of the negotiated LALP(s) to the CTE Basic Grant Specialist in the mid year and final narrative.
- LEA and CTE monitors Basic Grant goals and documents progress.

Process to appeal a Denial for Request to Negotiate Local Level of Performance:
In the event the "Request to Negotiate Local Level of Performance" is denied, the LEA will have the opportunity to appeal the decision to the State CTE Advisory Committee.

C-T-D
District Name

CTE Administrator
CTE Phone Number
CTE Email Address

Requesting Local Level of Performance (LALP) for which Performance Measure: ☐ 1S1 ACADEMIC RDG (SALP 48.6%)

What is your District's current Level for this Performance Measure? ☐ 1S1 _____%

What Local Level are you requesting? _____%

Explain why this request should be granted:

SAMPLE

Give a description of circumstances leading to low performance:

CTE Administrator Signature

Date

Superintendent/Authorized Secondary Designee Signature
Date

ASSOCIATE SUPERINTENDENT APPROVAL

STATE BOARD MEETING DATE October 23, 2006

SUBJECT: Formula for Career and Technical Education Program List

SUBMITTED BY: Barbara Border on behalf of Milton D. Ericksen

MANAGEMENT TEAM REVIEW:

Each CTE Program is based on content and numbering system called the Classification of Instructional Programs (CIP) which is updated every 10 years by the National Center for Education Statistics. CIP codes are cross-walked to Standard Occupation Classification (SOC) system which reflects over 1000 SOC occupations. Each have related labor market information such as openings, wages, and O*NET information.

The current approved formula is as follows:

2 x projected annual job openings
1.5 x O*NET identified skills
.5 x average wages

Carl D. Perkins CTE Improvement Act of 2006 has numerous references to preparing students for high-skill, high-wage and/or high-demand occupations. It also has references to preparing students for new and emerging occupations.

Request consideration to approve the following recommendations:
Recommendation #1
Change the formula to determine priority of programs on CTE Program List

2 x projected annual job openings
1 x average wages
1.5 O*NET Descriptor Knowledge, Skills and Abilities Scores
Subpart A: Use occupations with Education Training level 11-6 which goes up through Associate Level. Each SOC has a training level assigned to it by the Bureau of Labor Statistics.
Subpart B: Use O*NET Descriptors knowledge, skills and abilities scores when calculating the O*NET scores in the formula. The O*NET is a comprehensive database of worker attributes and job characteristics. It contains knowledge, skills and abilities scores for all occupations. The score provides a comprehensive picture aligning with high skills. The occupations with O*NET scores in the bottom 3 percent will not be included.
Subpart C: Increase the weight of wages used in formula from .5 to 1. The recommended formula emphasizes high-skill, high-wage and/or high-demand occupations.

BOARD ACTION REQUESTED: [ ] INFORMATION [X] ACTION/DESCRIBED BELOW:
Information presented at September 25, 2006 Board meeting.
Request to approve the two recommendations including subparts A, B, and C and approve development of related policies to affect the implementation of the CTE Program List.

ATTACHMENTS: YES [x] NO[ ]

FY 2008 CTE Program List Ranked by Formula

Score = (4 X Openings + 2 X Wage + 3 X ONET)/2.25

Rank	CIP Code	CIP Title	Score	Percentiles					Open-ings	Hourly Wage	ONET Score	BLS Ed Level
				Open	Wage	ONET	Grow	Ratio				
		Two New and Emerging Programs										
E	51.1000	Biomedical Health Technologies										
E	15.0000	Engineering Sciences										
1	51.1600	Nursing Services	373	96	88	93	98	80	3327	23.31	653	6.9
2	52.0200	Business Management and Administrative Services	359	91	89	89	37	39	1384	23.50	640	8.0
3	43.0200	Fire Science	354	79	90	100	80	46	513	24.61	754	8.8
4	51.0900	Diagnostic and Intervention Technologies	335	84	74	90	99	81	903	20.21	646	6.8
5	46.0300	Electrical and Power Transmission Technology	332	86	61	93	64	60	1004	17.70	653	9.1
6	43.0100	Law, Public Safety and Security	323	93	53	82	43	33	2395	16.74	618	9.9
7	47.0600	Automotive Technologies	314	88	61	78	47	33	1056	17.73	612	7.7
8	47.0200	Heating/Air Conditioning Maintenance	308	69	59	99	94	97	197	17.44	721	9.0
9	52.0900	Hospitality Management	307	76	79	76	44	56	353	21.05	607	8.4
10	51.0600	Dental Assisting	299	80	73	69	100	95	588	20.06	593	9.0
11	52.1900	Design and Merchandising	287	90	76	45	40	40	1190	20.34	532	9.3
12	01.0100	Agricultural Business Management - Agriscience	283	82	67	59	42	57	699	18.14	568	8.5
13	15.1300	Drafting and Design Technology	278	63	78	72	21	14	156	20.85	601	7.0
14	46.0500	Plumbing Services	277	86	52	59	85	61	1001	16.55	568	9.3
15	15.1200	Information Technology	270	67	80	60	37	61	188	21.22	569	6.0
16	46.0200	Carpentry Technologies	266	95	49	39	86	73	2948	16.05	508	9.2
17	49.0200	Heavy Equipment Operation	264	97	42	41	61	67	3601	15.16	513	10.4
18	46.0400	Construction Technologies	248	97	39	31	82	67	4006	14.78	482	9.9
19	15.0300	Electronic Technology	248	58	80	55	10	15	94	21.40	562	6.0
20	15.0600	Industrial Manufacturing	243	25	87	91	15	21	12	23.00	649	6.0
21	51.0800	Allied Health Services	239	87	14	54	97	99	1040	12.83	558	9.0
22	51.1500	Mental and Social Health Services	239	75	20	65	95	82	345	13.75	583	10.1
23	48.0500	Welding Technology	238	85	41	38	26	26	980	15.12	504	9.6
24	47.0100	Telecommunications Maintenance and Installers	230	84	52	26	20	25	805	16.64	476	8.3
25	52.1800	Marketing, Management and Entrepreneurship	218	99	6	27	36	12	10043	10.56	481	10.9
26	52.0300	Accounting and Related Services	217	92	24	24	23	29	1801	14.23	465	10.0
27	52.0800	Financial Services	211	92	11	29	41	41	1703	12.35	482	10.9
28	12.0500	Culinary Arts	210	100	1	24	63	24	15798	8.28	463	10.7
29	13.1200	Education and Training: Education Professions	196	73	10	44	89	98	278	11.93	530	7.5
30	13.1210	Education and Training: Early Childhood Education	196	73	10	44	89	98	278	11.93	530	7.5
31	10.0200	Audiovisual Technology	194	57	39	43	6	17	88	14.89	521	9.4
32	12.0400	Cosmetology	191	77	5	37	20	30	467	10.55	501	7.1
33	50.0100	Performing Arts	181	42	44	50	30	35	44	15.30	542	9.0
34	51.3500	Therapeutic Massage	171	49	50	30	46	54	49	16.16	482	7.0
35	10.0300	Graphic Communications	168	72	20	17	12	18	270	13.54	396	9.8
	37 CTE Programs											
	Over 80 Programs/Options											

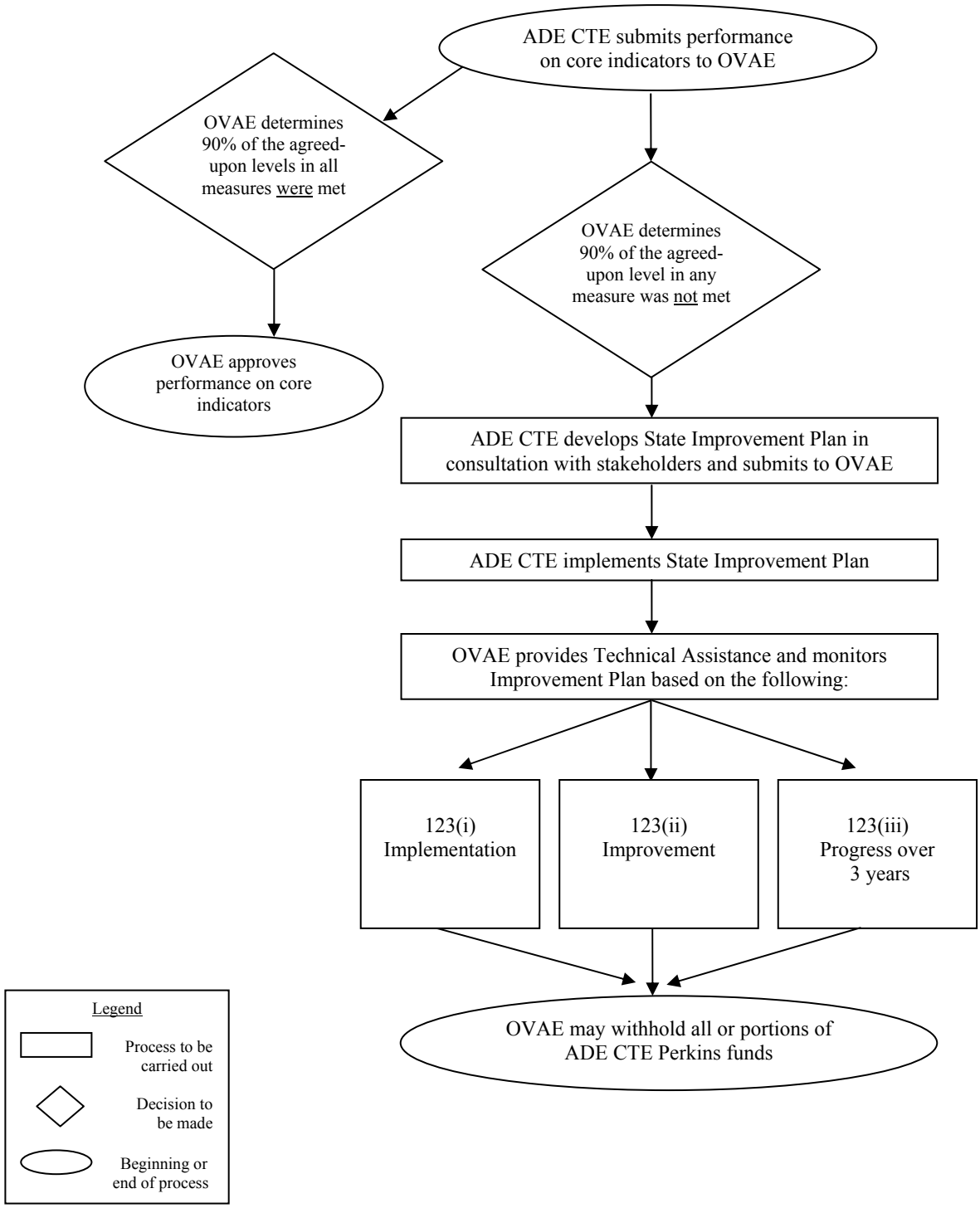
Explanation of Formulas

Sources	
1	Openings and wage data are produced by the Arizona Department of Economic Security, Research Administration, in cooperation with the U.S. Department of Labor, Bureau of Labor Statistics. Wages are from the 2005 OES survey, and openings are from the 2005-2015 occupational employment projections. In a few instances, where wage data is not available, wages are interpolated from occupations with similiar SOC codes.
2	O*NET database version 9.0 is used, www.onetcenter.org/database.html.
3	O*NET score is summation of all O*NET knowledge, skills and albilites descriptors scores. Where O*NETdescriptors are missing, a score is interpolated from occupations with similar SOC codes.
4	The education levels are from the Bureau of Labor Statistics website at ftp://ftp.bls.gov/pub/special.requests/ep/optddata/optd0212.txt
Calculation method	
1	Hourly wages were calculated by dividing annual wages by 2080.
2	Since the last funding formula computation, the O*NET database has been revised. This revision may cause some variance in the O*NET scores, but only minor changes in the ranking of occupations.
3	All scores were first calculated by occupation using the SOC (Standard Occupational Code).
4	The field of occupations was restricted to those whose O*NET scores were above the 3rd percentile and those whose educational level was between 6 and 11. The lowest educational levels have the highest numbers (see below).
5	Scores by CIP (Classification of Instructional Programs) were calculated by taking an openings-weighted average of the occupations in the CIP. Within each CIP, there may be several 8-digit O*NET variations of the same 6-digit SOC occupation. In those cases, each SOC was counted only once. If a SOC occurred in more than one CIP, the openings for that SOC were evenly divided among the CIP's.
6	Percentiles were calculated for each of the data items: openings, wages, and O*NET scores. In case of a tie, the same percentile was assigned to all CIP's involved in the tie.
7	The following formula determined the score for each CIP: (4 X Openings + 2 X Wage + 3 X O*NET)/2.25
BLS Education Codes	
1-5	The higher educational levels were not used for this project.
6	Associate Degree
7	Post-secondary vocational training
8	Work experience in related occupation
9	Long-term on-the-job training
10	Moderate-term on-the-job training
11	Short-term on-the-job training
Questions and Comments	
	Direct questions or comments to Rick Van Sickle, RVanSickle@azdes.gov, 602-542-6481, John Graeflin, JGraeflin@azdes.gov, 602-542-6492, or Don Wehbey, DWehbey@azdes.gov, 602-542-3686, at Research Administration, Arizona Department of Economic Security.

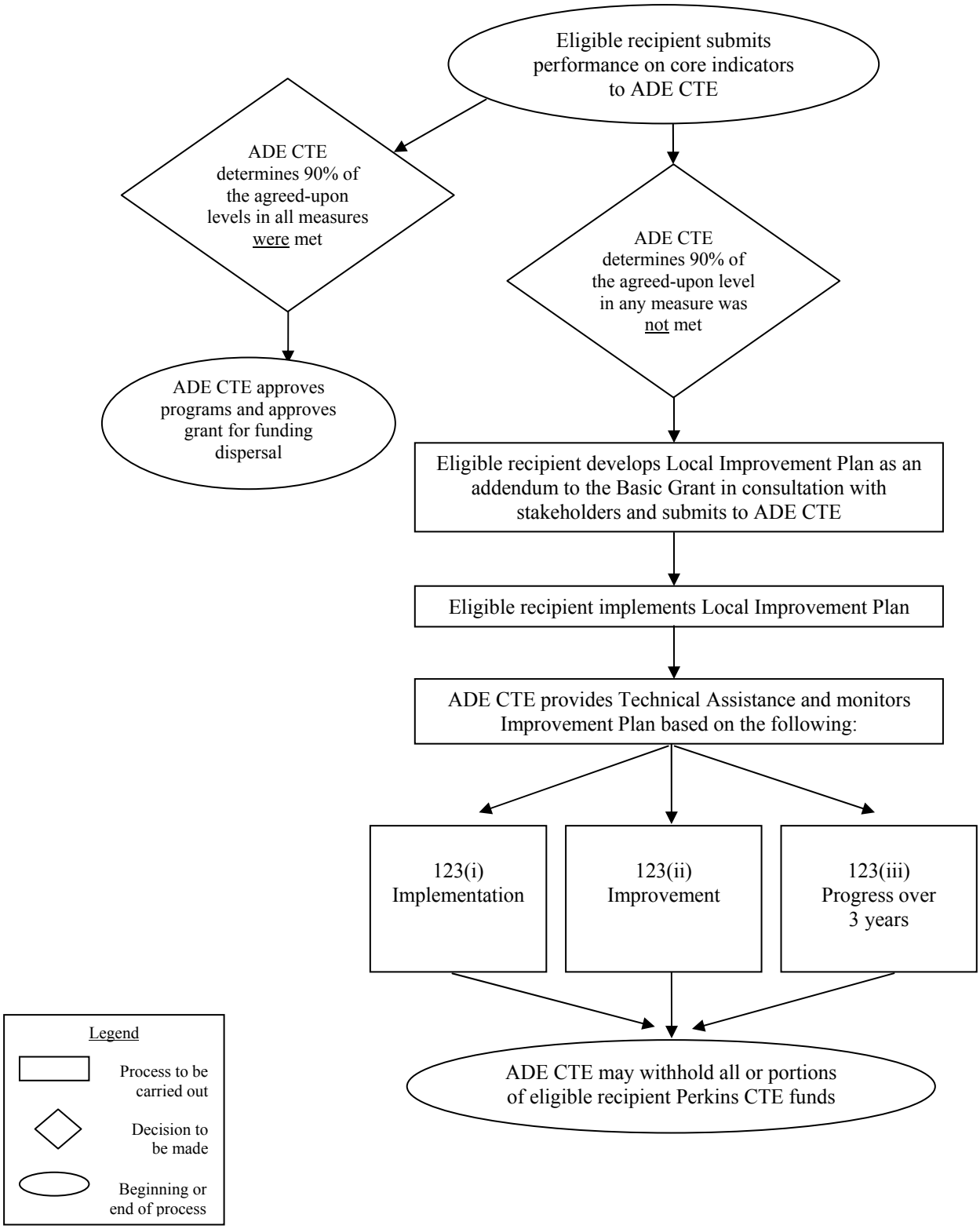
Explanations of Each Column

Column		Explanation
A	Rank	This is the rank of the CIP by score (column 4). Tie scores get tie ranks. Sometimes scores appear to be tie, but, if carried out to more decimal places, are not. Such CIPs are not assigned tie ranks.
B	CIP Code	This is the CIP (Classification of Instructional Programs) code of the training program. See source note 3 in the other notes.
C	CIP Title	The description of the training program.
D	Score	The score is a weighted average of columns E through G. Columns H and I are for information and discussion and are not used in the formula. The weights used are listed on line 2 of the report.
E-I	Percentiles	These 5 columns convert the data in columns J through N to percentiles. Tie scores produce tie percentiles.
J	Openings	The number of openings expected per year for the occupations within this CIP. If an occupation is contained in more than one CIP, its openings are distributed evenly among those CIPs.
K	Hourly Wage	The average of the wages of the occupations contained in this CIP, weighted by the number of openings in each occupation.
L	ONET Score	A measure of the skills and knowledge required for the occupations within this CIP, weighted by the number of openings in each occupation.
M	Growth Rate	The two-year rate of growth in employment of the occupations in this CIP, weighted by the number of openings in each occupation. This number could be negative but usually is not.
N	Growth-Rep. Ratio	This is the number of annual openings due to growth divided by the number of annual openings due to replacement (like retirements, quits, promotions, etc.). Higher ratios indicate lower turnover.
O	Educational Level	The various educational levels are described on lines 15-22 of the notes section. Higher numbers indicate lower amounts of education.

State Program Improvement Process



Local Program Improvement Process



CTE Program Assessment Review (PAR) Rubic

District: High School: Date:

The PAR is to be used to conduct an assessment of the District's CTE Programs. The PAR will assist ADE/CTE staff in identifying areas of strength as well as areas that requires improvement. It is expected that areas that require improvement will result in a program improvement plan, which could be amended to your Basic Grant. "Sample Evidence" column is not all inclusive and not all items identified are necessary as evidence.

Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
ADMINISTRATION SUPPORT for CTE – Federal Programs Unit							
Federal Programs - Basic Grant Spec (BG) and Local Director (LD)	1A. Principal and School		Knowledge of CTE programs and offers minimal support. More work needed to gain support.	1. Course catalog reflects coherent sequence of CTE courses. 2. Principal serves on CTE Advisory Boards and participates in annual program evaluation. 3. CTSO's active on campus. 4. Master schedule is conducive to enrollment in a coherent sequence of CTE courses.	Site Administrator promotes: 1. academic integration 2. collaborative learning 3. national standards for staff professional development 4. involvement from business and industry 5. cooperative education/ internships as capstone experience	The school is allocating facility space, equipment and funding for the program start-up ☐Master schedule ☐FTEs in CTE ☐Course Catalog or description book ☐Promotional materials ☐Website ☐Advisory committee membership roster ☐Block schedule (minutes) ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
Federal Programs BG Spec and LD	1B. District Administration		Knowledge of CTE program and offer minimal support. More work needed to gain support.	CTE programs showcased on school board agenda and minutes. Participates in the annual evaluation or PAR.	District administrators and board take active role in promoting and supporting CTE programs 1. state of the art facilities 2. computer-aided/ITV provide distance learning 3. provide non-trad curriculum delivery methods (block schedule, ITV, Career Pathways)	The district is allocating resources for the program start-up ☐Board agenda/minutes ☐Annual program evaluation roster ☐District admin has CTE background/experience ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
Federal Programs BG Spec and LD	1C. Budget/ Funding		Budget consists of rough estimates of anticipated expenses/resources.	1. Produce detailed expenditure report that matches all grant guidelines. 2. Demonstrates appropriate use of funds. 3. Itemized budget for individual CTE program.	1. Expenditure report shows consistent M and O support 2. Starts programs with district funds 3. Sustains and improves programs with district funds 4. Eliminates programs that fail to produce measurable outcomes	Funds shown as a line item in the schools approved budget. ☐Budget ☐Expenditure Report ☐POs/Invoices ☐Fixed Asset List ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

Appendix AG

Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
PROGRAM EVALUATION							
Federal Programs – BG	1D. Program Evaluation		Evaluation committee is established but has not participated.	Evaluation committee (made up of stakeholders-identified in the law) meets annually to evaluate program, using performance data in order to develop and continue improvement plan including development of basic grant objectives.	Evaluation committee actively involved in program improvement: 1. multiple site visits/year 2. classroom presentations 3. donates equipment and/or supplies 4. establishes and follows strategic plan for CTE	☐List of stakeholders with contact information ☐List of meeting attendees ☐Invitation/agenda ☐Evaluation tool used ☐Results of evaluation ☐Basic Grant application ☐Program Improvement Plan ☐Data showing student improvement ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
REPORTING							
Federal Programs – BG	1E. Timely and Accurate Reporting		Submitted 50% of reports on time and/or error rate greater than 5%.	Exhibits 100% of data by appropriate dates of submission with an error rate of less than 5%.	Exhibits 100% of data by appropriate dates of submissions with no errors.	☐Enrollment Reports ☐Performance Data ☐Student records (transcripts, standards tracking) ☐LEA BG Report Matrix ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
Notice of Nondiscrimination							
Federal Programs – BG Spec	1F. Annual Public Notification of Non-discrimination		District has a notification of nondiscrimination statement, but is not published annually prior to the beginning of school or contains all the necessary information.	District annually provides public notification in media designed to reach the general public at the beginning of each school year stating that the CTE programs are offered without discrimination. Includes name and contact information for 504 and Title IX Coordinator.	Annual public notification also includes a listing of CTE program offerings and states a lack of English language skills will not be a barrier to admission. Notice is available in other languages as needed and in more than one media.	☐Newspaper ☐Website ☐Newsletter ☐Student/parent handbook ☐ ☐_____ ☐_____ ☐_____	☐BG Specialist provided LEA sample copy ☐NE/0 ☐AA/1 ☐A/2 ☐E/3
Federal Programs – BG Spec	1G. Continuous notification of non-discrimination		District has a notice of nondiscrimination, but it does not appear in all publications that go to the district service area.	District includes a notice of nondiscrimination in at least 90% of the publications including recruitment material.	All publications including the website have the nondiscrimination statement in English and other languages as needed.	☐Course description book ☐Student and/or parent handbook ☐Recruitment materials ☐Website ☐_____ ☐_____ ☐_____	☐BG Specialist provided LEA sample copy ☐NE/0 ☐AA/1 ☐A/2 ☐E/3

Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
SPECIAL POPULATIONS (Disabled/Handicap, Limited English Proficient, Economic Disadvantaged, and Single Parent, Non-Traditional) (Federal Programs Unit continued)							
Federal Programs – BG Spec	1H. Special Population Enrollment		Special population enrollment in CTE is not equivalent to district's special population enrollment.	Special population enrollment in CTE is equivalent to district's special population enrollment by +/-10%.	Each CTE program area reflects special population enrollment whose percentage is equivalent to district enrollment.	☐Program enrollment comparisons ☐40th/100th day enrollment ☐9-12 site enrollment ☐Desk Monitoring Assurance 2 and 3 calculations ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
Federal Programs – BG Spec	1I. ICTEPs		1. District has ICTEP. 2. ICTEPs are not written for all students needing services.	1. ICTEP forms available and used for all special populations. 2. ICTEP is initiated when student is in need of services. 3. ICTEP modification plan is in practice.	1. ICTEP implementation involves an ICTEP team composed of counselors, parents, administrators, other teachers and the student. 2. ICTEPs updated frequently. 3. Service to special pops supported by ongoing PD.	☐Sample ICTEPs ☐Blank ICTEPs ☐Class rosters ☐ICTEP Team Members ☐Student transcripts ☐ICTEPs show student success, notes, dates, initials ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
Federal Programs – BG Spec	1J. Successful Completion		Special Population students complete at rates outside 10% of the rate of the district's total non-special population.	Special Population students complete at or within 10% of the same rate as non-special population students in the district. .	Special population students complete at or within +/-5% of the same rate as non- special population students in each CTE program area.	☐Concentrator reports ☐Program enrollment ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

COMMENTS:

FISCAL ASSURANCES		Not Evident (NE/0) Attained (A/2)				Recommendations
Federal Programs – BG Spec	1K. Audits	What is the date of the most recent audit of the districts CTE funds (state or federal)? NOTE: Explain to the LEA this is the annual district audit conducted by an independent CPA firm.	Date of Audit: Audit Firm: Lead Auditor: CTE Audit Exceptions:			☐NE/0 ☐A/2
Federal Programs – BG	1L. Conflict of Interest	Were any items purchased with Perkins or state funds from a vendor that employs a district employer or relative of a district employee? (if Yes, explain)	YES☐	NO☐	Comments:	
		Were any items purchased with Perkins or state funds from a vendor in which a district employee has a financial investment? (If Yes, explain)	YES☐	NO☐		☐NE/0 ☐A/2
	1M. Fixed Assets List/Inventory	Does district have an established process for the: ☐purchase, ☐identification, and ☐inventorying of capital/equipment purchased with Perkins funds. (If No/unchecked, explain)	YES☐	NO☐	Comments:	
		Based upon an approved project capital expenditure page, does equipment with a unit cost of $5,000 or more, purchased with Perkins funds, appear on the ☐district's fixed assets listing? Note: If the district guidelines stipulate an amount less than $5,000, the fixed asset listing should reflect the district guideline. (If No, provide a corrective action plan to address deficiency.)	YES☐	NO☐		
		Does the above listing provide the ☐district tag number, serial number or other number that identifies the item and ☐physical location or ☐disposition (if lost, sold or stolen) of the capital item. (If No/unchecked, provide a corrective action plan to address deficiency.)	YES☐	NO☐		☐NE/0 ☐A/2
	1N. Stewardship List	Does the District maintain a stewardship list for items costing at least $1,000 but less than $5,000 (or the District's capitalization threshold if less than $5,000) (If No, explain)	YES☐	NO☐	Comments:	
		Does the ☐stewardship list include the ☐description, ☐ identification number (tag number, serial number, or other number that specifically identifies the item), ☐physical location, and ☐month/year of acquisition. (If No/unchecked, provide a corrective action plan to address deficiency.)	YES☐	NO☐		☐NE/0 ☐A/2

FISCAL ASSURANCES						Recommendations
Federal Programs – BG Spec	1O. Supplanting	Did this Basic Grant application request funds for vocational expenditures which were previously paid for by non-federal funds? (If Yes, explain)	YES☐	NO☐	Comments:	
		Did this Basic Grant application request funds to purchase textbooks. If yes, are these textbooks required for the course/program?	YES☐	NO☐		
		Did this Basic Grant application request additional funding for personnel costs over and above the previous year's grant? (If Yes, explain)	YES☐	NO☐		☐NE/0 ☐A/2
Federal Programs – BG Spec	1P. Time and Effort [OMB CIRCULAR NO. A-87 Revised 05/10/04] (*Standards regarding time distribution are in addition to the standards for payroll documentation.)*	Are Perkins funds being used to pay salaries/stipends of staff working less than 100% of their time on CTE activities? (If Yes, explain. If no the remaining items do not apply.)	YES☐	NO☐	Comments:	
		If yes, does the employee's position description (PD) detail their CTE responsibility? (If No, provide a corrective action plan to address deficiency.)	YES☐	NO☐		
		Does the employer's PD state the percentage of time they will work on CTE activities? (If no, provide a corrective action plan to address deficiency)	YES☐	NO☐		
		Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages should be supported by personnel activity reports or equivalent documentation. OMB CIRCULAR NO. A-87, Attachment B, Item 8 (Compensation for personal services). Does the district have a formal time and effort reporting system in place? (If No, explain)	YES☐	NO☐		
		Does the district time and effort reporting system meet the following standards: ☐Reflect an after the fact distribution of the actual activity of each employee? ☐Account for the total activity for which each employee is compensated? ☐Are the reports prepared at least monthly and coincide with one or more pay periods? ☐Are the time and effort reports signed by the employee? (If No, provide a corrective action plan to address deficiency.)	YES☐	NO☐		☐NE/0 ☐A/2

FISCAL ASSURANCES – (Federal Programs Unit continued)						Recommendations
Federal Programs – BG Spec	Time and Effort [OMB CIRCULAR NO. A-87 Revised 05/10/04] Continued	Budget estimates or other distribution percentages: ☐Reflect a reasonable approximations of the CTE activity actually performed; ☐Does the LEA conduct quarterly (or more frequent) comparisons of actual costs to budgeted distributions based on the monthly activity reports (Note: costs charged to Federal awards to reflect adjustments made as a result of the activity actually performed may be recorded annually if the quarterly comparisons show the differences between budgeted and actual costs are less than ten percent.) ☐The budget estimates or other distribution percentages are revised at least quarterly, if necessary, to reflect changed circumstances. (If No/unchecked, provide a corrective action plan to address deficiency.)	YES☐	NO☐	Comments:	☐NE/0 ☐A/2

Evidence for fiscal assurances:
☐Basic Grant application (current and last 2 years)
☐Completion reports for above (current and last 2 years)
☐Purchase orders (POs)
☐Invoices
☐Inventory lists by program
☐Stewardship lists
☐Fixed asset inventory lists
☐Time and effort logs
☐Job descriptions
☐Stipend (Addendum for off contract compensation)
☐_____

☐_____
Comments:

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Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
FACILITY - Career Pathways Unit - PROGRAM NAME:						Program Birth Date:	Program Review Date:
Career Pathways – State Supervisor	2.A. Facility/Space		Space provided for instruction is not conducive to student learning and safety and doesn't meet specific program requirements (guidelines to be developed).	Space provided is conducive to student learning and safety and meets all identified program standards.	CTE program provides each CTE program with all required space to meet program standards and guidelines.	Evidence of adequate space available and assigned to the program ☐Floor plan of facility, or ☐Floor plan of existing facility ☐Plans and written specifications for facility renovation, ☐Purchase orders ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
EQUIPMENT							
Career Pathways – State Supervisor	2B. Equipment (See ADE CTE equipment list for program)		At least 80% of required specific program equipment is available with a plan to procure remainder or plan to utilize equipment off site.	All required program equipment is available, in use and in good working condition.	Available equipment exceed CTE program equipment list and is the industry's most up to date equipment.	(See ADE CTE equipment list for CTE program in assessing this item) www.aztechprep.org ☐CTE Program Equipment List ☐Inventory showing all equipment available and in good condition, or ☐Letter of Support stating funds available for equipment, or ☐Purchase orders for equipment, or ☐Letter from industry partner specifying donation and date available ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
INDUSTRY SUPPORT							
Career Pathways – State Supervisor	2C. Recruitment /Involvement of Industry Partners		Industry partnerships are being developed or recently established for CTE programs.	Industry partnerships established with CTE programs through active participation.	Industry partnerships are actively involved in CTE programs by providing support such as: Training sites for students and employment opportunities upon completion of program and/or partners teaching several classes/year.	☐Minutes of Meetings ☐Written partnership, ☐Strategic Plan ☐List of Industry Partners for the CTE program with contact information of primary contact, or ☐Letters of commitment from Industry Partners, or ☐Documentation of site visits to or by partners (emails, posters, materials from partner) ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
Career Pathways – State Supervisor	2D. Advisory Board		Evidence that Advisory Board(s) for CTE programs are formed. Membership list reflects programs at the school.	Advisory Board is established and meets at least twice per year, and provides industry input regarding current/relevant industry practices. Evidence of a meeting having been held and outcomes of meeting.	Advisory Board meets at least twice per year and there is evidence of participation in expanded activities such as: 1. Instruction 2. Financial/equipment support 3. Off-site training sites 4. Employment	☐List of CTE program Advisory Board members with contact information, and ☐Minutes of Advisory Board meeting that address CTE program, or ☐Letters of commitment from Advisory Board members ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

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Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
TEACHER(S)							
Career Pathways – State Supervisor	2E. Teacher CTE Credentials		Teacher(s) eligible for certification, and working toward certification.	Teacher(s) currently CTE certified in appropriate area.	Teacher has CTE certification and additional professional certificates and/or working on masters.	http://www.ade.az.gov/certification for specific teacher credentials ☐Copy of current professional certification, or ☐Copy of completed certification application ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
Career Pathways – State Supervisor	2F. Teacher Professional Experience in Industry		Teacher(s) has experience in relevant business and industry related to program.	Teacher(s) has recent (within five years) relevant business and industry experience.	Annually participates in industry-professional development activities.	☐Documentation of recent or concurrent work experience – organization, job titles, dates of employment, or ☐Documentation of recent professional experience in industry ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
CURRICULUM and INSTRUCTION							
Career Pathways – State Supervisor	2G. Content Standards		State designated content standards are aligned with the district curriculum.	Standards are cross-walked and taught for each student in each CTE program.	Assessment of students' attainment of program standards has been developed and administered for the CTE programs.	☐Determine level of student skill and knowledge ☐Course syllabus and Outline ☐_____ ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
Career Pathways – State Supervisor	2H. Course Sequence		Course sequence is identified but all courses are not being delivered. Includes access to career exploration.	Course sequence is clear, documented and all standards are delivered.	Course sequence enrollment is scheduled to produce high percentage of concentrators and completers.	☐School course catalog with course descriptions, pre-requisites identified, and course sequence documented, or ☐Other documentation of course sequence leading to "completer" status ☐Master teaching schedule ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

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Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
CURRICULUM and INSTRUCTION							
Career Pathways – State Supervisor	2I. Academic Integration		Provided documentation that reflects use of the academic crosswalks available for each program area in lesson plans and projects.	All lesson plans reflect academic integration.	Provided evidence of collaborations with academic instructors.	☐School course catalog with course descriptions, pre-requisites identified, etc., or ☐Sample lesson plans from academic core courses indicating relevancy to the CTE program ☐Documentation of collaboration, team-teaching with academic teachers, or ☐Co-developed units of instruction lesson plans ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
Career Pathways – State Supervisor	2J. Lesson plans		Lesson plans are developed for all courses in sequence.	Lesson plans are current and relevant and contain the following elements: 1. Standards identified and addressed 2. Method of delivery 3. Materials and resources used and, 4. Evaluation methods	All lesson plans developed and cross walked to academic standards.	☐Lesson plans, or ☐CTE program standards identified in each lesson plan ☐_____ ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
WORK-BASED LEARNING EXPERIENCES							
Career Pathways – State Supervisor	2K. Work Based Learning		WBL established, identified and defined (i.e. co-op, internship DCE).	WBL established and students participating in WBL have passed at least one career preparation course.	All CTE students participating in work based learning experience have passed all pre-requisite courses prior to enrolling in WBL at least one career preparation course.	See http://www.ade.az.gov/cte/info/ for resource manuals ☐Course description booklet ☐_____ ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
	2Ka. Training agreement with Work Based Learning Site – for Co-op Ed, internship and DCE		Training agreement written and student training plans developed that are aligned with program standards.	Training agreements written, training plans aligned with program standards developed, and reviewed and signed by employer, student, parent and teacher.	All students participating in co-op internships or DCE have site training agreements and training plans aligned with program standards signed by employers, teachers, students and parents.	See http://www.ade.az.gov/cte/info/ for resource manuals ☐Course description ☐Names and contact information of industry partners who will be offering work-based learning experiences, or ☐Outlines of internships, shadowing, site visits, etc., to be implemented, including schedule, number of students ☐Signatures of district administration and industry partner on Letter of Agreement ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
	2Kb. School Based Enterprise		SBE established identified and defined (school store, child care center etc.).	Students participating in established school based enterprise have had at least one career preparation course in sequence.	All CTE students participating in a school based enterprise have passed at least one career preparation course in sequence.	☐Course description book ☐Course outlines ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

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Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
POST SECONDARY ARTICULATION							
Career Pathways – State Supervisor	2L. Articulation with Post Secondary Institutions		Post Secondary school programs identified with plans to align curriculum and develop articulation agreements.	Each program has established articulation with post secondary institution, aligned curriculum and articulated/dual enrollment agreement in place.	Students are participating in articulated programs and earned dual/transfer post-secondary credit.	☐Articulation/dual enrollment agreements ☐Enrollment records ☐Student transcripts ☐Aligned curriculum ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
PROFESSIONAL DEVELOPMENT (District CTE teaching staff)							
Career Pathways – State Supervisor	2M. Professional Development		Some opportunities available with some participation.	Significant professional development opportunities specific to CTE programs available with all CTE teachers participating.	Professional Development participation by CTE and academic teachers.	☐Travel documentation ☐Registration forms ☐Professional development certificates ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
ASSESSMENT of STUDENT LEARNING – Teacher local developed and administered assessments of student attainment of standards							
Career Pathways – State Supervisor	2N. Assessment Selection		Assessment identified, but requirements and/or rubric not clear.	(Industry Credentials) * N/A till 07-08 * (Impossible to measure until process is in place.)	Assessments are administered and students pass at high rate.	☐ADE CTE has not approved chosen technical assessment ☐Written assessment information for students and parents, or ☐Documentation of efforts to establish agreement with external testing agency, or ☐Documentation of assessment methods approved by ADE CTE ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
Career Pathways – State Supervisor	2O. Competency/ Standards Tracking		Teacher knows what Competency/Standards Tracking is.	Teacher has Competency/Standards Tracking forms partially filled out and has documented attainment for some of the Standards.	Teacher has Competency/Standards tracking records completely filled out and has documented all standards taught to date. Standards taught to date align with lesson plans.	☐Lesson Plans ☐Competency/standard Tracking records ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

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Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
PROGRAM EVALUATION (Shared)							
Career Pathways – State Supervisor	2P. CTE Program Evaluation		Evaluation committee is established but has not participated; and/or not trained in ADE approved evaluation document.	Evaluation committee (made up of stakeholders) meets annually to evaluate program, using performance data in order to develop and continue improvement plan including development of basic grant objectives.	Previous Program Improvement plan and current data to develop basic grant objectives.	☐Program Improvement Plan ☐_____ ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
STUDENT RECRUITMENT AND RETENTION							
Career Pathways – State Supervisor	2Q. CTE Public Relations		Minimal CTE marketing materials available.	Marketing plan written and used; distribution of marketing material.	CTE actively promoted to community and other stakeholders. CTE public relations plan.	☐Brochures ☐Posters ☐Public Relations Plan ☐Newspaper clippings ☐Web-based public relations for CTE programs ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
STUDENT INVOLVEMENT in Career and Technical Student Organizations (CTSO) – Identify organization:							
Career Pathways – State Supervisor	2R. CTSO		Appropriate CTSO chapter formed for CTE program with student participation in accordance with specific CTSO state chapter guidelines or plans to deliver leadership standards/components in place.	CTSO chapter formed for CTE program and meets CTSO membership requirements and students participate in at least one state leadership event.	CTSO for CTE program area actively participates in state leadership events and state approved competitive events.	☐Membership Roster ☐Program of Work ☐Registrations ☐Lesson plans for leadership strand ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

COMMENTS:

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Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
CAREER AND TECHNICAL EDUCATION ORGANIZATIONS (CTSO)				CTSO Name:		School:	
CTE Student Organizations Team – CTSO Specialist	3A. CTSO Membership		CTSO organization has filed application for charter, submitted member roster, and paid minimum dues to the State Association.	CTSO organization has attained at least 50% membership.	CTSO organization has affiliated the entire program with the state Affiliation program.	☐CTSO local member roster ☐Listed on the state affiliation list ☐Listed on the National membership list ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
CTE Student Organizations Team – CTSO Specialist	3B. CTSO Standards		CTSO Standards (Employability and Leadership) are taught at the classroom level to a low level (50%).	CTSO Standards are taught at the classroom level to an attainment level (80%).	CTSO Standards are taught at the classroom level to a high level (100%) and evidences with a certification or resume.	☐Documentation of Standards attainment for CTSO Standards ☐Certification of achievement available ☐Resume available ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
CTE Student Organizations Team – CTSO Specialist	3C. CTSO Activities		CTSO activities are evident at the chapter and district levels.	CTSO activities are evident at the state level.	CTSO activities are evident at the national level.	☐Program of Work completed and turned in to the State Organization ☐National Chapter award for activities completed and submitted ☐Documentation of student participation in local, state or national competitions and activities ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
CTE Student Organizations Team – CTSO Specialist	3D. CTSO Governance		CTSO has governance structure established with constitution/By-Laws in compliance with the State and National Organizations.	CTSO has governance structure established with constitution/By-Laws written and available in hard copy and electronic format and filed with the State Association.	CTSO has governance structure well established, documented, submitted to the State Association and follows it in meetings and activities.	☐Constitution/By-Laws are written and available ☐Constitution/By-Laws filed with the State Association ☐Meeting minutes are available ☐Evidence of officers and parliamentary procedure being followed ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
CTE Student Organizations Team – CTSO Specialist	3E. CTSO Professional Development		CTSO instructor attends local professional development activities for CTSO training.	CTSO instructor attends state professional development activities for CTSO training.	CTSO instructor attends national professional development activities for CTSO training.	☐Evidence of local training provided by school ☐State association attendance records ☐National Association records ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
Comments:							

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Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
STUDENT RECRUITMENT AND RETENTION – COUNSELING/GUIDANCE - Development and Innovations Group District							High School
Program Improve - ment; State Guidance Counselor (SGC)	4A. Career Guidance		Some guidance counselors available. Familiar with: *Arizona Model: A Framework for School Counseling*	Adequate guidance is available. Committed to: *Arizona Model: A Framework for School Counseling* Career development units taught in class.	*Arizona Model* is fully implemented. Guidance is readily available. Career development units taught regularly at all grade levels in class.	☐*Arizona Model: A Framework for School Counseling* ☐ School Counselor Certification ☐ Student ECAPS/ Personalized Learning Plans or 4-year plans are in place ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
Program Improve- ment; SGC	4B. Career Guidance Counseling		Counselors have minimal knowledge of CTE as demonstrated by lack of CTE materials, inappropriate scheduling or failure to produce concentrators.	Counselors have CTE materials and demonstrate an understanding of approved program careers by scheduling students in coherent sequence as evidenced by transcripts and/or concentrator/completer data.	Counselors promote CTE to students as demonstrated by high level of concentrators and completers. May have a designated CTE /or Career Counselor or Guidance Director at the school.	☐Master Schedule ☐Variety of materials and resources are available and used by counselors and students ☐ Student ECAPS/ Personalized Learning Plans or 4-year plans are in place. ☐Career Center with variety of current materials available for all students ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

STUDENT RECRUITMENT AND RETENTION –COUNSELING/GUIDANCE - Development and Innovations Group							
Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
Program Improve - ment - SGC	4C. CTE Marketing materials		Minimal CTE marketing materials available.	CTE materials available and used for promotion and marketing of CTE.	CTE actively promoted to community and other stakeholders.	☐Power points, brochures, posters, etc. target students and/or parents ☐ Scheduled Career Fairs, job shadows, internships, or mentoring programs are available for all students in collaboration with community stakeholders. ☐Career Center is in place with a variety of current materials for all. ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
Program Improve- ment - SGC	4D. Non-traditional students		Attains the SALP score for non-traditional measures or is making substantial improvement.	Meets SALP scores or has met needed improvement.	Exceeds SALP score.	☐Materials targeting non-traditional students/careers readily evident ☐Program enrollment numbers and ☐Performance Measures provided ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

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STUDENT RECRUITMENT AND RETENTION –COUNSELING/GUIDANCE - Development and Innovations Group							
Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
Program Improve-ment – SGC	4E. Work Based Learning		WBLE established, identified and defined (i.e. co-op, internship DCE).	WBLE established and students participating in WBL have passed at least one career preparation course.	All CTE students participating in work based learning experience have had at least one career preparation course and postsecondary partner.	☐Transcripts ☐Student Narratives ☐ECAPS/ Personalized Learning Plan or 4-year plan has notations ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

Comments:

Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
PERFORMANCE STANDARDS (State Adjusted Levels of Performance – (SALP)) - ACCOUNTABILITY - Development and Innovations Group School:							
Program Improve – ment – Account - ability Spec	5A. Core Indicators		Meets SALP for some indicators.	Meets SALP or has made substantial improvement for all indicators for each program area.	Has exceeded SALP for all indicators in each program area.	☐Measured and results in concentrators and completers student performance that meet SALP. ☐Performance Measures data ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
Program Improve – ment – Account - ability Spec	5B. Competency/ Recordkeeping/ Assessments (NEW)			Provide documentation systems for competency tracking that integrates essential elements of student attainment (TBD) Need to review competency/standard tracking form to complete (*will adapt at a later time) .		☐Review competency tracking forms (electronically, typed or handwritten) ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
REPORTING							
Program Improve – ment – Account-ability Spec	5C Data Verification		Submitted some reports for approved program areas.	Submits 40th/100th day enrollment, program enrollment, concentrators, completers and placements in all approved programs.	N/A	☐40th and 100th day enrollment reports ☐Program enrollment reports ☐Concentrator reports ☐Placement reports and files ☐Student transcripts ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
Program Improve – ment – Account-ability Spec	5D Timely and Accurate Reporting		Submitted some reports on time and/or error rate greater than 5%.	Exhibits 100% of data by appropriate date of submission with error rate of less than 5%.	Exhibits 100% of data by appropriate dates of submissions with no errors.	☐Reports submitted on time ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3

Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
POST SECONDARY ARTICULATION – ACCOUNTABILITY - Development and Innovations Group							
Prog Improve – ment – Account - ability Spec	5E. Articulation with Post Secondary Institutions		Post Secondary school programs identified with plans to align curriculum and develop articulation agreements.	Each program has established partnerships with post secondary institution, aligned curriculum and articulated/dual enrollment agreement in place.	Students are participating in articulated programs and earned dual/transfer post secondary credit.	☐Names and contact information of post secondary partner, or ☐Course descriptions and objectives from targeted courses, or ☐Meeting agendas/notes ☐_____ ☐_____	☐NE/0 ☐AA/1 ☐A/2 ☐E/3
Comments:							
Commendations:							

The Program Assessment Rubric has been reviewed and accepted by the district. If applicable, the recommendations made on the document will result in the development of an improvement plan.
District Name: Date of Review:

District Staff signatures	Title	Career and Technical Education Staff signatures	Title

Arizona Skills Standards Assessment Leadership

Organization	Membership	Duties
Arizona Skill Standards Commission	• State Superintendent of Public Instruction • Legislators • Employers needing a skilled workforce • Business leaders • President/designee from State Board for Career and Technical Education • Others as needed	• Serve as a conduit to business and industry • Create a public relations strategy for certificate validation and student achievement • Preside over credentialing of recipients • Encourage businesses to participate in standards validation • Promote to business community to recognize certificates • Preside over standards and assessment process • Provide regular updates on progress to the state government
Stakeholders Committee	• Member of State Board for CTE • Designee from the State CTE Advisory Committee • Local CTE Directors • JTED Superintendents • Community college representatives • Workforce Investment Act representatives • Teacher representatives	• Meet jointly with Arizona Skill Standards Commission, Associations, and others as needed *Assist with* - • Development and administration of processes • Validation and piloting of testing processes • Implementation processes • Decision-making process with Arizona Skill Standards Commission *Review* - • Processes and procedures to be used in order to ensure system usability
Industry and Business Associations	• Representatives from trade groups, professional associations, unions, state certifying groups, etc., who will be involved in the certification process	• Participate in validation process for standards, measurements, and item banks under development • Provide validation panels consisting of incumbent workers in a specific occupational option • Review standards, measurements, and item banks as developed after each validation team session has taken place • Endorse standards, measurements, and assessments • Assist with presentation of results to Skill Standards Commission for their approval in order for certificates to be issued

Validation Committees	• Represent a variety of regions throughout the state • At least 10 incumbent workers in the profession for at least two years, or a supervisor who was an incumbent worker • Two or three educators from the occupational option at secondary and postsecondary	• Review current Arizona standards, if they exist, and also review additional standards as needed or provide additional standards and measures as pertinent • Meet to review standards, develop measurements and provide input for assessment items • Review results, then provide input regarding changes as assessments are piloted so that industry priorities are addressed • Assist in bringing final products to the Skill Standards Commission for final approval • Review (along with Industry and Business Associations) national assessments, then bring any it considers appropriate to the Skill Standards Commission for approval • Ensure validity and reliability

ARIZONA:

Building a Statewide Skills Assessment System for Career & Technical Education

The Who. The Arizona State University is working in partnership with the Arizona State Department, Corporate Education Consulting, Inc., VTECS, and PITSCO/TFI to establish a statewide skills assessment system that meets the needs for Career and Technical Education in Arizona.

The What. The outcome will ensure industry-validated standards for all career and technical education programs and an online skills assessment delivery system that will serve secondary comprehensive Career and Technical Education, Joint Technical Education Districts, Community Colleges, and Department of Economic Security One-Stop Centers.

The Why. The U.S. Congress has reauthorized (August 2006) Perkins legislation for Career and Technical Education (CTE) Programs which requires accountability for students' technical skills attainment validated by business and industry. The State of Arizona has also enacted legislation (June 2006) for Joint Technical Education Districts) (JTEDS) with accountability through program-specific, industry-validated skills attainment for students.

The How. The Arizona Skill Standards Commission represented by CEOs, Union, Legislature, and Education will verify that valid standards exist , ensure consistent documentation across the state, and work with the business community to provide students with certificates evidencing their skill attainment. Occupational-specific validation committees composed principally of incumbent workers will be assembled to validate standards and measurement criteria for each program area. A concomitant team composed principally of educators will be assembled to adapt, adopt, and/or develop test items related to the standards and measurement criteria for the program areas. A Stakeholders committee represented by JTEDS, comprehensive CTE programs instructors, and CTE administrators will provide input and support for the implementation and sustainability of the assessment system.

Arizona Department of Education, Career and Technical Education Unit
Arizona State University, Workforce Education and Development Office (WEDO)

Secondary Allocation Formula

Arizona's formula allocations were developed in accordance with Sections 112(a)(1), 131, 132 and 133 of the Perkins Act of 2006 (Act).

The secondary formula relies primarily on census data, historically obtained from online sources such as (www.census.gov/housing/saipe/school_district_data).

In the absence of district census data, *attending high school average daily membership* data (ADM) is utilized, in conjunction with county ADM and census data, to allocate Perkins funds to eligible charter and BIA schools.

Secondary Formula Factors Unique to Arizona

- Since 1990 Arizona's population has increased 40%.
- Arizona has almost 500 charter schools that lack physical boundaries. Therefore, the collection of census data based solely on district geographical boundaries is not possible. Public charter schools do report high school average daily membership counts (ADM) to the Arizona Department of Education.
- Arizona has 19 Tribal Nations and reservations. While census information is collected on Indian Tribes, census figures for BIA schools are not provided via the census database (www.census.gov/housing/saipe/school_district_data). BIA and BIA contract schools that wish to apply for Perkins funds are required to submit enrollment information equivalent to the state required public and charter school high school ADM counts. Participating BIA schools are supplied guidelines and instructions to facilitate the process.
- Arizona has union high school districts that only serve grades 9-12. Historically, union districts were formed prior to statehood or shortly thereafter.
  The data on the census web site, for Arizona school districts, reflects 5-17 year old students. However, the 5-17 counts for the union high school districts, as presented via the census database, is grossly understated given the K-12 structure of the other districts reported that do offer high school vocational instruction. We therefore add the elementary feeder census counts to the union high school district census counts.
  Arizona has separate elementary school districts, which are physically located within in the geographical boundaries of the union high school districts. They represent the district's feeder districts. The elementary districts serve grades K-8. The district's students attend grades 9-12 in the union high school districts within which the elementary school district are located.
  Arizona also has unified school districts. They serve grades K-12 and are the most common type of district in Arizona that serves high school age students. The census data for the union high school districts needed to be adjusted to reflect the census information for the elementary feeder districts that are physically located within the union high school districts in order to "level the playing field". Treating all districts as K-12 districts was the only way to insure that this occurred, given that the 5-17 census data could only be captured by looking at grades K-12.

- Arizona still has large rural areas. In some counties there are elementary school districts that do not have sufficient high school age populations to support a high school or high school curriculum, teacher, etc. They are called *common school districts, or Type '03' elementary districts*. They offer only grades K- 8. They are not physically located within the boundaries of an existing union high school or unified school district. Type '03' high school age students must leave their home district to attend an adjoining district that offers high school programs. Arizona tracks these students. The district of attendance' census counts are also adjusted on the basis of high school ADM accordingly.

Secondary Formula Illustration

Secondary Formula Pool

- FY 2007 Basic Grant Award $24,414,621 (Assumes equal to current year fiscal year award)
- Formula Pool Section 112 (a)(1), $24,414,621 x 0.85 = $20,752,428
- Secondary Pool $20,752,428 x 0.85[1] = $17,639,564
- Maximum Reserve amount proposed = $1,763,956
- 70% percent of the formula funds (excluding the Reserve) were awarded on the basis of a district/school's 5-17 year old census counts identified as poor.
- 30% percent of the formula funds (excluding the Reserve) were awarded on the basis of a district/school's total 5-17 year old census counts.
- Reserve distribution under Section 112 (c).
  - *Negatively Impacted By Arizona Demographic Shifts* - Arizona will target approximately $600,000 (33% of the potential 2007 secondary reserve funds) on districts/schools in all three categories (rural, large percentage of participation and large numbers) that have been negatively impacted by population shifts.
    Funds will be utilized to hold harmless eligible schools/districts at 90% of their 1999 Perkins formula Basic Grant awards (to the degree possible) on a formula basis.
    Since Perkins funding is census based, relative to a participating districts geographical boundaries, Arizona has seen small and rural district lose formula funding based on the growth in population in urban areas, in terms of raw numbers, not the percent of growth.
    Arizona has rural areas that have experienced positive percentage growth in their population, but relative small growth in raw numbers.
    We will examine all three allowable groups, but the actual out come based on historical data, reflects the fact that those districts that will receive additional funding under the requested Reserve set aside will be districts located outside of the Tucson and Flagstaff urban complexes or Maricopa County.
    Such districts are often also those districts that have large percentage participation population in CTE programs, since they have few other elective programs based on their size and local budget capacity.

[1] Postsecondary elects to receive exactly 15.0% of these funds in order to utilize an alternate formula under the provisions of Section 133 (a)(2) of the Act.

The additional funding is required to insure that rural and small districts have viable CTE programs.
In the event that a lower level of funding is needed, funds not awarded under this paragraph will be allocated under the provisions of Section 131.

- *Innovative Programs* - Arizona will target up to $600,000 (33% of the potential 2007 secondary reserve funds) on districts/schools in all three categories (rural, large percentage of participation and large numbers) who are award funds on a competitive basis in such areas as – Best practices, innovative programs, models that can be adopted across the state, etc.
  Awards would be based on write *requests for proposals* selected by a panel of reviewers.

Secondary Formula

Arizona's secondary formula method reallocates census counts for new districts and Type '03'elementary districts on the basis of the school's high school Average Daily Membership (ADM). Census counts to charter and BIA/BIA contract schools are then allocated on the basis of their high school ADM *on a countywide basis* for the following reasons:

- Mathematically the end result would be the same, whether census counts or the dollars allocated method is used.
- The method used facilitates the states mathematical calculation of the Reserve funds required. For FY 2007 the factor required to arrive at the break even point (maximum decrease in a districts funding over their FY 1990 base levels of 90%) was ten decimal places long.
- Charter schools lack physical boundaries.
- A common denominator, relative to charter schools and traditional public school districts is that state and local funding is awarded on the basis of ADM. By using a district's high school ADM, we are more likely to focus on the target populations as identified in Section 131 (b) of the Act.
- BIA and BIA contract schools are able to submit counts that equate to the ADM counts reported by traditional districts and charter schools.
- The census information will not change several times during the same fiscal year. It is possible for a state's preliminary allocation to be different from the final allocation.
- Additional carryover funds maybe allocated during a fiscal year.
- It is easier to check for census count errors. Once the counts are allocated, subtotals and total counts can be verified. Census counts are much less likely to change within the same fiscal year.
- With modern spreadsheet applications (our agency's standard is Excel ©) I need only change the total allocation cell and the entire spreadsheet is updated.

Basic Steps

- The district census data is downloaded from the Census website.
- Both the 5-17 total census counts and 5-17 poor census counts are used.

- Arizona traditional, charter and BIA districts/schools were notified that vocational allocations were going to be made to eligible recipients that were interested in applying for the funds, offered occupational high school vocational programs, etc.
  Districts or schools (not already receiving Perkins funds) who might wish to apply were asked to contact the agency and express their interest.
- Allocations were calculated for all districts/schools that appeared to be an eligible recipient.
- Based upon census data, allocations were initially computed for every district on our eligible recipient list for which census data was available. Exceptions would include:
- a.) Newly created school districts. b.) All Arizona charter schools. c.) All Arizona BIA or BIA contract schools.
- High school ADM information was requested from the agency's School Finance division for all schools reporting to the state. Since adjustments can occur during the year, we ask that the counts supplied are those used to produce the Annual Report of the Arizona Superintendent of Public Instruction, as required under Arizona Revised Statute (ARS) Sec.15-255.
- Allocations of census counts for a new unified school district would be based on the proportionate high school ADM information of the districts from which the new district was formed.
- Census counts were allocated to eligible charter and BIA schools on a countywide basis, relative to the county in which the charter or BIA school was located.
- Once every eligible recipient had a revised, or allocated census count, allocations were run for all eligible recipients statewide.
- Each apparent eligible recipient was then notified, and given their potential allocation, grant criteria, blank application documents, etc.
- Recipients must submit an application to actually receive funds.
- Each application was reviewed by staff for compliance with the Arizona law and the provisions of the Act.
- A recipient's programs must be deemed to be of sufficient size and scope, in order for an application to receive final approval.
- Approved applications were entered into the agencies automated grant tracking system.
- Initial allocations were made to approved recipients.
- Continued funding is based on performance and compliance with state and federal reporting requirements, including accountability, proper fiscal reporting, audit, etc.

<u>Specific Census Allocation Methods</u>

Order of census count allocations –

- First to new districts formed from existing districts.
- Second, census counts for type '03' common elementary school districts are added to the counts of those districts were the high school age students attend, as reported to the agency's School Finance division.
- Charter schools and BIA schools on a countywide basis.

- The balance of the census counts remain with each recipient for whom the census web site identified a count, proportional to their original count, prior to any reallocation of counts.

Newly created traditional unified school districts –

In the event that a new school district is formed, be it from (existing) portions of one unified school district, one union high school district, two type '03' common elementary districts and several elementary districts located within its boundaries, census counts were allocated to the new district on the basis of the percent of its high school ADM, relative to the most recent total high school ADM for districts from which it was formed.

The assumption is that had the new district not existed the high school age students residing within its current boundaries would have attended one of the original consolidated districts and be included in their census counts.

If a charter or BIA school were located within the counties where either the new district is now, or one of the original seven from which it were formed, the counts for each of the districts involved must first be adjusted or calculated. Therefore, this issue was dealt with first.

Type '03' common elementary school districts --

These districts are rural and relatively isolated. Type'03' common elementary districts 1995 census data was available from Census website.

The Type '03' districts have high school age students, but no high school facilities or programs of their own for their students to attend. They are not located within the boundaries of an existing union high school or a unified school district.

Their students are typically bussed to one or more adjoining districts, depending on where they live. Often the students reside on ranches in remote villages. A student living on the east side of the Type '03' district may attend a different high school and district than a student living on the west side of the Type '03' district, etc.

Our intent was to allocate census counts from the sending Type '03' districts to the district of attendance, based upon high school ADM data. The state tracks the attendance of such students in order to award additional funding to the district offering services to the student. We utilized the same data to increase.

Countywide allocations to charter and BIA/BIA contract schools on the basis of high school ADM data –

We explored awards on a statewide basis and on the basis of allocations within the district where the charter school or BIA school was located. The countywide method was selected because:

- We had one BIA school that was not within the boundaries of any existing school district, therefore any allocation on a district basis could not be made.
- Some districts had multiple charter or BIA schools within their boundaries. While other districts that bordered such districts had none. Such an approached was viewed as not equitable.

- Charter school students may come from several different districts. They may elect to attend because they like the student/teacher ratio, the charter school is right down the street, or the charter school is 35 miles away but its focus is the arts or hearing impaired students.
- Allocations statewide seemed to be unreasonable. While a student might elect to commute across town or the valley, it was doubtful they would commute 300 miles from the Tuba City to the valley.

Sample Secondary Formula

Assume:

- The total funds available based on both the total and poor census counts were $333,333.
- The total pool for awards based on the total 5-17 census data (30% pool) would then be = $100,000.
- The state had only one county
- District data –

	Total 5-17 2007 Cen Ct.	Poor 5-17 2007 Cen Ct.	H.S. ADM
Unified School District #1	200	20	50
Unified School District #2	300	50	75
Union High School District #1	25	3	25
Elementary SD (a.)[1]	25	5	0
Elementary SD (b.)[1]	25	0	0
Charter School #1	N/A		10
BIA School #1	N/A		10

("N/A" – 2007 District/School census data not available.)

- Union High School Adjustment Treats all districts as if the are a unified school district (K-12).

	Total 5-17 2007 Cen Ct.	Poor 5-17 2007 Cen Ct.	H.S. ADM
Unified School District #1	200	……20	50
Unified School District #2	300	50	75
Union High School District #1	75	8	25
Elementary SD (a.)	↑	↑	0

[1] Elementary School Districts (a.) and (b.) are physically located within in the boundaries of Unified School District #1 and when combined share to the same legal boundaries as the Union HSD.

Elementary SD (b.)	↑	↑	0
Charter School #1	N/A	N/A	10
BIA School #1	N/A	N/A	10

- Allocated county census totals

1. Determine percent high school ADM for charter and BIA schools.

	H.S. ADM	% County H.S. ADM
Unified School District #1	50	0.29411765
Unified School District #2	75	0.44117647
Union High School District #1	25	0.14705882
Elementary SD (a.)	0	0
Elementary SD (b.)	0	0
Charter School #1	10	0.05882353
BIA School #1	10	0.05882353
Totals	170	1.00000000

2. Allocate county census counts to charter and BIA schools only on the basis of the percent of county total high school ADM.

	Tot 5-17 2007 Cens Ct.	Percent H.S. ADM	Tot 5-17 Allocated Census Cts
Unified School District #1	200		
Unified School District #2	300		
Union High School District #1	75		
Elementary SD (a.)	↑		
Elementary SD (b.)	↑		
Charter School #1	N/A	0.05882353	33.82353
BIA School #1	N/A	0.05882353	33.82353

Totals	575

	Poor 5-17 2007 Cens Ct.	Percent H.S. ADM	Poor 5-17 Allocated Census Cts
Unified School District #1	20		
Unified School District #2	50		
Union High School District #1	8		
Elementary SD (a.)	↑		
Elementary SD (b.)	↑		
Charter School #1	N/A	0.05882353	04.588235
BIA School #1	N/A	0.05882353	04.588235
Totals	78		

3. Adjust census counts for the reallocation to charter and BIA school for those districts with census counts reported in the 2007 census.

PercentAllocated	Tot 5-17 2007 Cens Ct.	H.S. ADM	Adjusted Census Cts
Unified School District #1	200		176.4706
Unified School District #2	300		264.7059
Union High School District #1	75		66.17647
Elementary SD (a.)	↑		
Elementary SD (b.)	↑		
Charter School #1	N/A	0.05882353	33.82353
BIA School #1	N/A	0.05882353	33.82353
Totals	575		575

PercentAllocated	Poor 5-17	Adj Poor

	2007 Cens Ct.	H.S. ADM	Census Cts
Unified School District #1	20		17.64706
Unified School District #2	50		44.11765
Union High School District #1	8		7.058824
Elementary SD (a.)	↑		
Elementary SD (b.)	↑		
Charter School #1	N/A	0.05882353	4.588235
BIA School #1	N/A	0.05882353	4.588235
Totals	78		78

4. Finally county grant award amounts for all eligible recipients, as based on adjusted/allocated census counts.

	Tot 5-17 2007 Cens Ct.	5-17 Adjusted Census Cts	30% Pool Award Amounts
Unified School District #1	200	176.4706	$30,690.54
Unified School District #2	300	264.7059	$46,035.81
Union High School District #1	75	66.17647	$11,508.95
Elementary SD (a.)	↑		
Elementary SD (b.)	↑		
Charter School #1	N/A	33.82353	$ 5,882.35
BIA School #1	N/A	33.82353	$ 5,882.35
Totals	575	575	$100,000.00

	Poor 5-17 2007 Cens Ct.	Poor 5-17 Adjusted Census Cts	70% Pool Award Amounts
Unified School District #1	20	17.64706	$52,790.27
Unified School District #2	50	44.11765	$131,975.68
Union High School District #1	8	7.058824	$21,116.11
Elementary SD (a.)	↑		

Elementary SD (b.)	↑		
Charter School #1	N/A	4.588235	$13,725.47
BIA School #1	N/A	4.588235	$13,725.47
Totals	78	78	$233,333.00

Totals

	70% Pool Award Amounts	30% Pool Award Amounts	Totals
Unified School District #1	$52,790.27	$30,690.54	$ 83,480.81
Unified School District #2	$131,975.68	$46,035.81	$178,011.48
Union High School District #1	$21,116.11	$11,508.95	$ 32,625.06
Elementary SD (a.)			
Elementary SD (b.)			
Charter School #1	$13,725.47	$5,882.35	$ 19,607.82
BIA School #1	$13,725.47	$5,882.35	$ 19,607.82
Totals	$233,333.00	$100,000.00	$333,333.00

Postsecondary Allocation Formula

Postsecondary Formula Factors Unique to Arizona

- Arizona has ten permanent community college districts.
- Eight of the districts are considered rural community college districts.
- The Pima County Community College District is the state's second largest and is located in the Tucson metropolitan area.
- The Maricopa County Community College District is the largest community college district in the nation and has locations across Maricopa County.

Postsecondary Formula

Arizona's postsecondary system elects to receive exactly 15% of the funds awarded under Section 112 (a)(1) of the funds received.

Arizona will utilizes an alternate formula for the award of monies at the postsecondary level under the provisions of Sections 132(a)(1) and 133 (a)(2) in order to make a more equitable distribution of funds to postsecondary recipients and better meet their needs.

The postsecondary formula relies on a combination of Pell Grant information and county poverty data to award Perkins funds to ten community college districts.
The current postsecondary formula is basically the same as that utilized under Perkins II. and III.

Distribution of Funds to Eligible Postsecondary Recipients

(Postsecondary formula funds = Perkins Title I Allocation x .85 x .15)

a. Number of Pell Grant recipients + the number of B.I.A. recipients enrolled in vocational programs in one district during the preceding fiscal year.
b. Total number of Pell Grant recipients + the number of B.I.A. recipients in all districts during the preceding year.
c. Part I (50% based upon number of Pell Grants and B.I.A. assistance).
d. Percentage of persons 18 years and older in one county who as classified as economically disadvantaged.
e. 100% of persons 18 years and older in one county who are classified as economically disadvantaged.
f. Part II (50% based upon percentage of persons 18 years old and older who are economically disadvantaged).
g. Total proposed eligible recipient allocation.

$$c = \frac{a}{b} \times .5 \text{ of formula funds}$$

$$f = \frac{d}{e} \times .5 \text{ of formula funds}$$

$$g = c + f$$

Pursuant to Section 132 (c)(1) of the Act, no grant provided to an institution or a consortium shall be for an amount that is less than $50,00

Secondary Allocations - for 2007-2008 School Year

(Final changes will be made prior to submission on April 1, 2008.)

	CTD No.*		
1	010201	ST JOHNS UNIFIED DISTRICT	$19,411.01
2	010208	WINDOW ROCK UNIFIED DISTRICT	$80,454.30
3	010210	ROUND VALLEY UNIFIED DISTRICT	$23,762.86
4	010218	SANDERS UNIFIED DISTRICT	$54,464.80
5	010220	GANADO UNIFIED DISTRICT	$68,545.24
6	010224	CHINLE UNIFIED DISTRICT	$205,702.58
7	010227	RED MESA UNIFIED DISTRICT	$75,220.72
8	014001	BIA ROUGH ROCK COMMUNITY HS - Rough Rock - Chinle USD	$22,957.44
9	014002	BIA MANY FARMS HS - Many Farms - Chinle USD	$38,016.62
10	020201	TOMBSTONE UNIFIED DISTRICT	$24,991.41
11	020202	BISBEE UNIFIED DISTRICT	$32,233.69
12	020209	BENSON UNIFIED DISTRICT	$25,876.71
13	020213	WILLCOX UNIFIED DISTRICT	$34,751.68
14	020214	BOWIE UNIFIED DISTRICT	$3,094.49
15	020218	SAN SIMON UNIFIED DISTRICT	$2,025.88
16	020221	ST DAVID UNIFIED DISTRICT	$8,266.29
17	020227	DOUGLAS UNIFIED DISTRICT	$135,107.47
18	020268	SIERRA VISTA UNIFIED DISTRICT	$115,185.16
19	020522	VALLEY UNION HIGH SCH DISTRICT	$15,596.72
20	030201	FLAGSTAFF UNIFIED DISTRICT	$179,764.08
21	030202	WILLIAMS UNIFIED DISTRICT	$12,680.84
22	030204	GRAND CANYON UNIFIED DISTRICT	$3,197.21
23	030206	FREDONIA MOCCASIN UNIFIED DIST	$8,929.42
24	030208	PAGE UNIFIED DISTRICT	$66,018.09
25	030215	TUBA CITY UNIFIED DISTRICT	$121,407.40
26	033903	BIA GREYHILLS ACADEMY - Tuba City USD	$25,081.03
27	040201	GLOBE UNIFIED SCHOOL DISTRICT	$32,652.31
28	040210	PAYSON UNIFIED DISTRICT	$50,004.70
29	040220	SAN CARLOS UNIFIED DISTRICT	$46,903.50
30	040240	MIAMI UNIFIED DISTRICT	$27,288.79
31	040241	HAYDEN-WINKLEMAN UNIFIED DIST	$8,574.83
32	040305	YOUNG ELEMENTARY DISTRICT	$2,545.55
33	050201	SAFFORD UNIFIED DISTRICT	$55,638.46
34	050204	THATCHER UNIFIED SCHOOL DIST	$20,942.59
35	050206	PIMA UNIFIED SCHOOL DISTRICT	$13,828.80
36	050207	FT THOMAS UNIFIED DISTRICT	$47,115.84
37	060202	DUNCAN UNIFIED DISTRICT	$11,224.80
38	060203	CLIFTON UNIFIED DISTRICT	$5,005.78
39	060218	MORENCI UNIFIED DISTRICT	$6,055.30
40	070204	MESA UNIFIED SCHOOL DISTRICT	$1,171,935.71
41	070209	WICKENBURG UNIFIED DISTRICT	$43,190.28
42	070211	PEORIA UNIFIED DISTRICT	$382,320.74
43	070224	GILA BEND UNIFIED DISTRICT	$20,516.52
44	070241	GILBERT UNIFIED DISTRICT	$269,553.36
45	070248	SCOTTSDALE UNIFIED DISTRICT	$315,334.52

46	070260	HIGLEY UNIFIED DISTRICT	$6,652.00
47	070269	PARADISE VALLEY UNIFIED DISTR	$460,871.76
48	070280	CHANDLER UNIFIED DISTRICT	$336,387.34
49	070289	DYSART UNIFIED DISTRICT	$115,202.63
50	070290	SADDLE MOUNTAIN UNIFIED DISTRICT(Ruth Fisher Elem)	$9,605.26
51	070293	CAVE CREEK UNIFIED DISTRICT	$51,297.13
52	070295	QUEEN CREEK UNIFIED DISTRICT	$36,744.90
53	070297	DEER VALLEY UNIFIED DISTRICT	$334,204.18
54	070298	FOUNTAIN HILLS UNIFIED DIST	$24,696.61
55	070501	BUCKEYE UNION HIGH SCH DIST	$104,284.83
56	070505	GLENDALE UNION HIGH SCH DIST	$1,132,011.91
57	070510	PHOENIX UNION HIGH SCH DIST	$3,862,167.76
58	070513	TEMPE UNION HIGH SCH DISTRICT	$634,150.00
59	070514	TOLLESON UNION HIGH SCH DIST	$300,198.64
60	070516	AGUA FRIA UNION HIGH SCH DIST	$170,690.88
61	078793	AIBT CHARTER HS - Ronald C Baurer - Phoenix	$9,899.47
62	078947	DESERT HILLS PUBLIC CHARTER H.S. - Desert Hills HS	$29,609.15
63	078948	ESTRELLA PUBLIC CHARTER SCHOOL	$31,622.64
64	078954	TEMPE ACCEL PUBLIC CHARTER HS - Tempe UHSD - Leona Grp	$21,036.64
65	078983201	SOUTH POINT PUBLIC CHARTER SCHOOL - South Point HS	$43,646.93
66	078992	STAR SHINE ACADEMY	$2,303.35
67	080201	LAKE HAVASU UNIFIED DISTRICT	$109,820.74
68	080208	PEACH SPRINGS UNIFIED DIST	$7,958.34
69	080209	LITTLEFIELD UNIFIED DIST	$5,868.20
70	080214	COLORADO CITY UNIFIED DISTRICT	$55,832.23
71	080220	KINGMAN UNIFIED DISTRICT	$178,487.54
72	080502	COLORADO RIVER UNION HIGH DIST	$183,794.66
73	090201	WINSLOW UNIFIED DISTRICT	$55,360.60
74	090202	JOSEPH CITY UNIFIED DISTRICT	$8,587.27
75	090203	HOLBROOK UNIFIED DISTRICT	$68,638.44
76	090204	PINON UNIFIED DISTRICT	$63,608.78
77	090205	SNOWFLAKE UNIFIED DISTRICT	$49,343.20
78	090206	HEBER-OVERGAARD UNIFIED DIST	$9,272.89
79	090210	SHOW LOW UNIFIED DISTRICT	$39,476.72
80	090220	WHITERIVER UNIFIED DISTRICT	$94,214.30
81	090225	CEDAR UNIFIED DISTRICT	$48,210.61
82	090227	KAYENTA UNIFIED DISTRICT	$84,023.95
83	090232	BLUE RIDGE UNIFIED DISTRICT	$29,115.63
84	098650	HOPI JR - SR HIGH - Keams Canyon	$37,418.06
85	100201	TUCSON UNIFIED DISTRICT	$1,403,900.51
86	100206	MARANA UNIFIED DISTRICT	$128,856.40
87	100208	FLOWING WELLS UNIFIED DISTRICT	$134,576.78
88	100210	AMPHITHEATER UNIFIED DISTRICT	$291,604.21
89	100212	SUNNYSIDE UNIFIED DISTRICT	$482,246.35
90	100213	TANQUA VERDE UNIFIED DISTRICT	$16,882.60
91	100215	AJO UNIFIED DISTRICT	$16,331.74
92	100216	CATALINA FOOTHILLS UNIF DIST	$45,975.05
93	100220	VAIL UNIFIED DISTRICT	$37,333.54
94	100230	SAHUARITA UNIFIED DISTRICT	$38,975.91
95	100240	INDIAN OASIS-BABO UNIF DIST	$84,331.28

96	108711	PIMA PARTNERSHIP H S	$7,767.20
97	110201	FLORENCE UNIFIED SCHOOL DIST	$25,689.96
98	110203	RAY UNIFIED DISTRICT	$20,480.84
99	110208	MAMMOTH-SAN MANUEL UNIF DIST	$37,141.44
100	110215	SUPERIOR UNIFIED DISTRICT	$19,254.66
101	110220	MARICOPA UNIFIED SCHOOL DIST	$22,247.17
102	110221	COOLIDGE UNIFIED DISTRICT	$84,094.42
103	110243	APACHE JUNCTION UNIFIED DIST	$98,411.50
104	110502	CASA GRANDE UNION HIGH DIST	$290,707.56
105	110540	SANTA CRUZ VLY UNION HIGH DIST	$56,583.15
106	120201	NOGALES UNIFIED DISTRICT	$141,710.13
107	120235	SANTA CRUZ VLY UNIFIED DIST	$34,156.78
108	120520	PATAGONIA UNION HIGH DISTRICT	$9,164.33
109	130201	PRESCOTT UNIFIED DISTRICT	$82,175.59
110	130209	SEDONA OAK CREEK JT. UNIFIED DIST	$20,774.83
111	130220	BAGDAD UNIFIED DISTRICT	$3,417.50
112	130222	HUMBOLDT UNIFIED DISTRICT	$95,789.92
113	130228	CAMP VERDE UNIFIED DISTRICT	$41,988.63
114	130231	ASH FORK UNIFIED DISTRICT	$6,357.03
115	130240	SELIGMAN UNIFIED DISTRICT	$3,098.80
116	130243	MAYER UNIFIED DISTRICT	$15,870.42
117	130251	CHINO VALLEY UNIFIED DISTRICT	$58,947.95
118	130504	MINGUS UNION HIGH SCHOOL DIST	$82,728.65
119	138703	YCFA Achieve Academy	$11,153.27
120	138758201	PACE ACADEMY INC - CAMP VERDE	$2,625.62
121	138758203	PACE ACADEMY INC - PRESCOTT	$2,334.65
122	140550	ANTELOPE UNION HIGH SCH DIST	$29,624.74
123	140570	YUMA UNION HIGH SCHOOL DIST	$662,746.87
124	150227	PARKER UNIFIED SCHOOL DISTRICT	$39,371.36
125	150576	BICENTENNIAL UNION HIGH DIST	$26,759.97
			$17,493,881.00

- The total does not reflect $600,000 in competitive secondary awards that will be awarded competitively in forthcoming school year.

* Arizona county, type district (unified, union, etc.), district number within the county - CTD.

Appendix AM

Postsecondary Allocations - for 2007-2008 School Year

(Final changes will be made prior to submission on April 1, 2008.)

Community College Districts	
Cochise Community College (Cochise)	$198,299.32
Coconino Community College (Coconino)	$186,413.55
Eastern Arizona Community College (Graham)	$224,814.31
Maricopa Community College (Maricopa)	$1,145,582.49
Mohave Community College (Mohave)	$191,245.34
Northland Pioneer Community College (Navajo)	$294,379.80
Pima Community College (Pima)	$325,772.98
Central Arizona Community College (Pinal)	$171,681.20
Yavapai Community College (Yavapai)	$152,057.33
Arizona Western College (Yuma/La Paz)	$222,617.01
TOTAL	$3,112,863.34

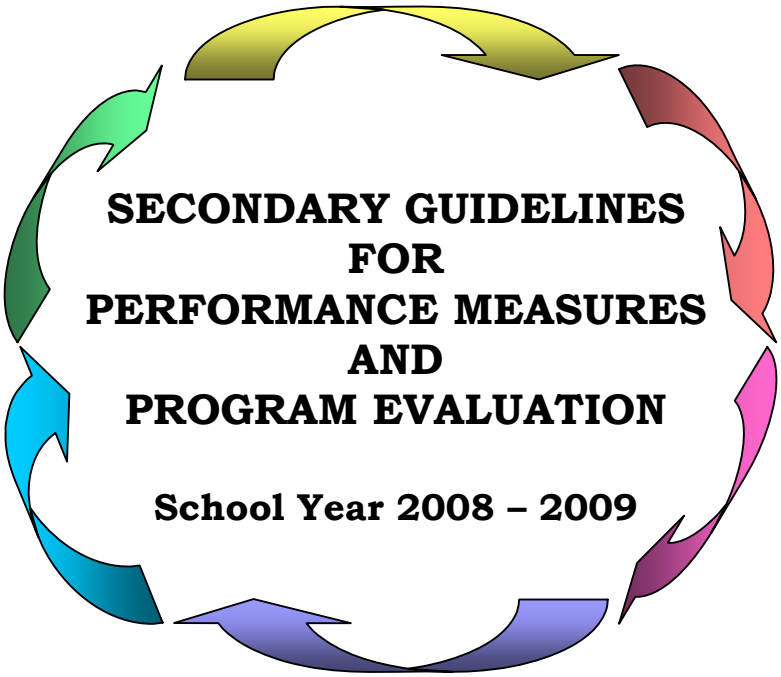
Draft Draft

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Educational Services and Resources Division
Career and Technical Education

1
Understanding Performance Measures

6
Monitoring Data Quality



SECONDARY GUIDELINES FOR PERFORMANCE MEASURES AND PROGRAM EVALUATION

School Year 2008 – 2009

2
Submitting Performance Measures to ADE

5
Improving Program Performance

3
Using Performance Measures Reports

4
Interpreting Program Approval Status

June 30, 2008

For more information contact: Development and Innovations

Penny Legge (602) 364-2470

Arizona Department of Education
1535 W. Jefferson St. Phoenix, AZ 85007

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CAREER AND TECHNICAL EDUCATION IN ARIZONA

VISION

Ensure a dynamic workforce by fully developing every student's career and academic potential

MISSION

Prepare Arizona students for workforce success and continuous learning

CORE VALUES

- Strengthening expectations for challenging academic and technical rigor in Career and Technical Education programs.
- Increasing partnerships with postsecondary community colleges to provide a smooth transition in all Career and Technical Education program areas.
- Investing in professional development for Career and Technical Education teachers to result in positive outcomes
- Maximizing career development opportunities for students at all instructional levels through increased collaboration with academic teachers.
- Expanding community partnerships with business and industry to develop a premier workforce preparation system.
- Preparing students for high wage/high demand occupations and career pathways to enhance the competitive edge and economic development in Arizona.
- Promoting the Arizona Workplace Standards for all students.
- Showcasing innovative and exemplary practices in quality Career and Technical Education programs that include the following elements:
    - Industry validated standards
    - Integration of academic skills
    - Work-based learning opportunities
    - Articulation with postsecondary
    - Industry partnerships
    - Leadership and personal development

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Introduction

The purposes of the SY08-09 Secondary Guidelines are to serve as an overview of Performance Measures reporting requirements and provide sufficient information in order to continuously improve Career and Technical Education (CTE) programs. The Secondary Guidelines are updated annually and include the newest performance measure updates.

There are three documents designed to assist in Performance Measure reporting:

- SY2008-2009 Online Technical Assistance Basic Grant and Data Reporting Handbook, available at http://www.ade.az.gov/cte/DIG/
- April 2007 Secondary CTE Resource Handbook, available at http://www.ade.az.gov/cte/careerpathways/Handbook/
- SY08-09 Secondary Guidelines (this book), available at http://www.ade.az.gov/cte/DIG/

This book has been designed as a "user friendly" resource for CTE administrators, local evaluation teams and CTE teachers. The guidelines will help the reader become acquainted with the local and State accountability requirements under the Carl D. Perkins Career and Technical Education Act of 2006. This guide will help users to:

- Understand Performance Measures
- Organize concentrator and placement data
- Report 2009 concentrator and placement records
- Access 2008 performance results from the ADE web page
- Use performance results to evaluate program performance
- Monitor data quality

The Arizona State Board of Education approved a State accountability system that measures CTE program performance using a series of Performance Measures. The Perkins Act emphasizes state and local accountability. It establishes comparable student definitions and measurements for all CTE programs and is based on expectations that student performance will improve each year. This continuous improvement is expected in six core areas of emphasis, including:

- Academic standards attainment
    - Reading
    - Math
- Technical skill attainment
- School completion (Graduation and GED)
- Graduation rates
- Placement rates and
- Nontraditional students
    - Participation
    - Completion

Overview of CTE Approved Programs

"Approved" and "active" programs are synonymous terms describing programs eligible to participate in State Block Grant and Federal Perkins funding. This guidance document defines an approved program as having these criteria:

9. Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at www.aztechprep.org or in the "Codes and Titles" section of the April 2007 Secondary CTE Resource Handbook available at: http://www.ade.az.gov/cte/careerpathways.
10. Teaches all the State-designated program standards (See definition page 49 of this publication)
11. Specified on the current CTE Program List (See page 51 of this publication)
12. Taught by an appropriately certified teacher per CTE certification requirements, available in the April 2007 Secondary CTE Resource Handbook available at: http://www.ade.az.gov/cte/careerpathways.
13. Evaluates program performance annually (see page 33 of this publication) and meets or exceeds established State Performance Measures
14. Offers student work-based participation that involves actual work experience and connects classroom learning to work activities. Additional information is available at: www.ade.az.gov/CTE/WhatsNew/LRGlinked.pdf *
15. Requires student participation and career exploration for grades 7-9
16. Requires Career & Student Organization (CTSO) affiliation for all students appropriate for the programmatic area.

* An approved program includes student work-based participation that connects classroom learning to actual work experience. Work-based learning is an integral component of a sequence of instruction in a career and technical education program. Work-based learning methods include cooperative education and internships. Both methods have eligibility requirements.

Section 1
Understanding Performance Measures

Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006 requires that each State establish a performance accountability system to "assess the effectiveness of the State in achieving statewide progress in career and technical education and to optimize the return of investment of Federal funds in career and technical education activities".

The Arizona accountability system must address Federal and State data collection requirements and may change each year as new requirements are implemented. Expected levels of State performance must be reviewed annually for each Performance Measure noted on page 5 of this document.

The State Adjusted Level of Performance (SALP) is a measurable and quantifiable indicator of performance negotiated annually between the Arizona Department of Education (ADE) and the Office of Vocational and Adult Education (OVAE). Each district will have a District Level of Performance (DLP). All districts combined must attain the SALP for each measure, which increases annually or must make substantial improvement toward attaining the SALP.

Calculation

NEW!

Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006 requires Performance Measures be reported at the district level. The level of performance for each indicator is calculated by district, by Performance Measure and also by school, by program, by Performance Measure. Performance Measures are calculated using concentrator, placement and program enrollment data collected by CTE and AIMS data. A concentrator, identified as a Federal Record, must have the minimum number of Carnegie Units required by each program to be included in the calculation of Performance Measures.

In the event a district cannot meet SALP, a district may request to negotiate a Local Level of Performance (LALP) for any of the Performance Measures. The instructions and forms used to request a LALP can be found at http://www.ade.az.gov/cte.

Failure to submit required Performance Measures information may impact district funding.

Definition of a Concentrator

NEW!

Performance Measures are based on concentrator data. A concentrator is a secondary student who has transcripted two (2) or more Carnegie Units/credits in a state-designated sequence in an approved Career and Technical Education program.

The Carnegie Units/credits must be in a single Career Preparation program as outlined in the April 2007 Secondary CTE Resource Handbook.

Carnegie Units Required for 2008 Programs

CIP	2009 CTE Program List	Minimum Number of Carnegie Units in State Designated Sequence of Instruction for 2008-2009
01.0100	Agricultural Business Management - Agriscience	3
10.0200	Audiovisual Technology	2
10.0300	Graphic Communications	3
12.0400	Cosmetology	2
12.0500	Culinary Arts	2
13.1200	Education and Training: Education Professions	2
13.1210	Education and Training: Early Childhood Education	2
15.0000	Engineering Sciences	3
15.0300	Electronic Technology	3
15.0600	Industrial Manufacturing	3
15.1200	Information Technology	2
15.1300	Drafting and Design Technology	2
43.0100	Law, Public Safety and Security	2
43.0200	Fire Science	2
46.0200	Carpentry Technologies	3
46.0300	Electrical and Power Transmission Technology	3
46.0400	Construction Technologies	3
46.0500	Plumbing Services	2
47.0100	Telecommunications Maintenance and Installers	3
47.0200	Heating/Air Conditioning Maintenance	2
47.0600	Automotive Technologies	3
48.0500	Welding Technology	3
49.0200	Heavy Equipment Operations	2
50.0100	Performing Arts	3
51.0600	Dental Assisting	2
51.0800	Allied Health Services	2
51.0900	Diagnostic and Intervention Technologies	2
51.1000	Biomedical Health Technologies	3
51.1500	Mental and Social Health Services	2
51.1600	Nursing Services	2
51.3500	Therapeutic Massage	2
52.0200	Business Management and Administrative Services	3
52.0300	Accounting and Related Services	3
52.0800	Financial Services	3
52.0900	Hospitality Management	2
52.1800	Marketing, Management and Entrepreneurship	2
52.1900	Design and Merchandising	2

Secondary Core Indicators and Levels of Performance
SY08-09

Indicator 1.

Academic Attainment

Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3). [Sec. 113(b)(2)(A)(i)]

Performance Measure 1S1	**49.1%** of CTE program concentrators who leave secondary education in the reporting year will meet or exceed all the State **reading** standards as assessed by the AIMS test.
Performance Measure 1S2	**40.5%** of CTE program concentrators who leave secondary education in the reporting year will meet or exceed all the State **math** standards as assessed by the AIMS test.

Indicator 2.

Technical Skill Attainment

Student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate. [Sec. 113(b)(2)(A)(ii)]

NEW! **Performance Measure 2S1**	**60%.** Percent of CTE program concentrators who took and passed technical skill assessments that are aligned with industry-recognized standards and who, in the reporting year, left secondary education.

Indicator 3.

High School Completion

Student attainment rate for a secondary school diploma or a General Education Development (GED) credential or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities). [Sec.113(b)(2)(A)(iii)]

Performance Measure 3S1	**76%.** Percent of CTE concentrators who left secondary education during the reporting year and earned diplomas or GED's. *[Sec.113(b)(2)(A)(iv)].*

Indicator 4.

High School Graduation

Student attainment of a secondary schools diploma or its recognized equivalent, proficiency credential in conjunction with a secondary school diploma or a postsecondary degree or credential. [Sec.113(b)(2)(A)(iv)]

Performance Measure 4S1	**76%** of CTE program concentrators who leave high school due to graduation.

Indicator 5.

Placement

Student placement in postsecondary education or advanced training, in military service or in employment. [Sec.113(b)(2)(A)(v)]

Performance Measure 5S1	**50%.** Percent of CTE concentrators who left secondary education during the reporting year and who graduated and were placed in postsecondary education or advanced training, in the military service or employment in the second quarter following the program year in which they left secondary education. Unduplicated placement status for CTE concentrators who graduated by June 30, 2008 will be assessed between October 1, 2008 and December 31, 2008.

Indicator 6. **Nontraditional Participation**	*Student participation in and completion of career and technical education programs that lead to nontraditional fields. [Sec. 113(b)(2)(A)(vi)]*

Performance Measure 6S1	**21.5%.** Percent of enrollment in nontraditional CTE programs will be nontraditional genders.
NEW! **Performance Measure 6S2**	**10%.** Percent of concentrators in nontraditional CTE programs will be nontraditional genders.

Performance Measures 1S1 and 1S2
Academic Skill Attainment

Core indicator one in Perkins states that students must attain State-established challenging academic content standards and academic achievement standards. AIMS scores obtained from SAIS records at ADE are used to measure academic achievement for Performance Measures 1S1 and 1S2.

All academic standards are in the process of being crosswalked to the CTE standards. CTE teachers are expected to support, expand and deliver identified academic standards.

Measure 1S1: Academic Reading Attainment

Numerator: Number of CTE concentrators who meet or exceed all the reading standards measured on the AIMS test
Denominator: Number of CTE concentrators who take the test

Measure 1S2: Academic Math Attainment

Numerator: Number of CTE concentrators who meet or exceed all the math standards measured on the AIMS test
Denominator: Number of CTE concentrators who take the test

Additional Results: Academic Writing Attainment

Although not a required Performance Measure, AIMS writing results will continue to be made available on Performance Measures reports. Districts will not be held accountable for AIMS Writing Attainment.

Numerator: Number of CTE concentrators who meet or exceed all the writing standards measured on the AIMS test
Denominator: Number of CTE concentrators who take the test

Matching AIMS Scores to CTE Students

The following steps explain how AIMS scores are matched:

1. Match all CTE students with AIMS data by SAIS ID
2. Look for a match based on CTDS (County/Type/District/School code), name and DOB
3. Look for a match based on name, DOB and students who are in the Placement table with a particular CTDS (from the middle column in the AIMS Match document) that match with a CTDS from the AIMS table (CTDS in the right hand column)
4. Match first name, last name, DOB and gender
5. Match First name and first 3 letters of last name, DOB and gender
6. Match first 3 letters of first name and last name, DOB and gender
7. Match last name, first name, gender, district, DOB off by +/- 1 year or +/-1 day

Performance Measure 2S1
Technical Skill Attainment

Core indicator two in Perkins states that students must attain technical skill proficiency. Student achievement on technical assessments that are aligned with industry-recognized standards and are used to measure technical skill attainment.

A program concentrator who achieves technical skill attainment is a student who passes the State-adopted technical assessment.

Numerator: Number of CTE concentrators who completed the state-designated sequence of instruction then took and passed the technical skills assessment and left secondary education in the reporting year.
Denominator: Number of CTE concentrators who completed the state-designated sequence of instruction and then took the technical skills assessment and left secondary education in the reporting year.

Performance Measure 3S1
Secondary School Completion

The student rate of completion for a secondary school diploma or a GED is a Performance Measure calculated by the ADE using CTE high school graduates and GED data. Concentrator data will be matched to GED data obtained from the Division of Adult Education at the ADE to determine the concentrators who obtained a GED.

Numerator: Number of CTE concentrators who earned a regular secondary school diploma or GED
Denominator: Number of CTE concentrators who left school

Performance Measure 4S1
Graduation

Another core indicator of performance, required by Section 113 of Perkins, is student graduation rate. This Performance Measure is determined by the number of concentrators who graduated and the total number of concentrators reported.

Numerator: Number of CTE concentrator graduates and were included as graduated in the State's computation of it's graduation rate as described in Section 1111(b)(2)(c)(vi) of the ESEA
Denominator: Number of CTE concentrators who left school

Performance Measure 5S1
Secondary Placement

A follow-up survey is conducted on all high school CTE graduates that left school by June 30, 2008. Concentrators are surveyed between October 1, 2008 and December 31, 2008 to determine their current placement status. Concentrator records are updated with placement information to the CTE Online System.

For the purposes of Placement Performance Measure 5S1, a concentrator is considered "placed" if that student is in postsecondary education or advanced training, employment or military service in the reporting year. The placement, for purposes of the Federal Measure, need not be related to the student's high school CTE program.

Numerator: Number of concentrators placed
Denominator: Number of concentrators reported in the prior year

State placement funding is generated by CTE concentrators. Funding is distributed for an unduplicated Federal or State concentrator record of a graduate who is placed in:

- Related postsecondary education or advanced training
- Active military duty in a related program
- Employment in a program related position

The form on the following page is a sample form that reflects required data elements and is available at www.ade.az.gov/cte.

Secondary 2008 Graduate Placement Survey Form

A. DEMOGRAPHIC INFORMATION: CTDS #: - - - School:	Program CIP: Program: SAIS ID:
☐ Program Concentrator ☐ Male ☐ Female ☐ DISBL ☐ LEP ☐ EcA ☐ SP ☐ NO	Student Name: Street: City: State: ZIP:

Type of Contact:			
☐ Mail	☐ Phone	☐ In Person	Phone (optional): ( )
Other (please specify): Other text here			

B. FORM COMPLETED BY:	
☐ Graduate ☐ Family Member ☐ Other (Please specify below: teacher, aide, etc.) Other text here	Are you returning from a religious mission? ☐ YES ☐ NO If Yes, what year did you graduate from high school? ☐ 2005 ☐ 2006 ☐ 2007

C. PLACEMENT INFORMATION: (Please check all that apply):

	YES	NO
1. Are you enrolled in SCHOOL or enrolled in an APPRENTICESHIP PROGRAM?	☐	☐
a. School Name:		
b. Does either of these relate to the skills learned in the program listed above?	☐	☐

	YES	NO
2. Are you in the MILITARY?	☐	☐
a. What branch of the military?		
b. Does your job directly relate to the skills learned in the program listed above?	☐	☐

	YES	NO
3. Are you WORKING?	☐	☐
a. Does your job directly relate to the skills learned in the program listed above?	☐	☐
b. If you are working, please provide the following:		

Employer/Business Name:		
Street:		
City:	State:	Zip:
Phone (optional): ( )	FAX (optional): ( )	
Supervisor/Contact Person:		

Performance Measures 6S1 and 6S2
Nontraditional Participation and Completion

Nontraditional training and employment refers to occupational training or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in the workforce. CTE programs are designated as "nontraditional" based on the new and expanded 2006 versions of the Nontraditional Occupations and 2000 Classification of Instructional Programs Crosswalk prepared by the National Alliance for Partnerships in Equity (NAPE) published in June, 2007. Programs designated as Nontraditional on the enclosed list will remain nontraditional throughout the duration of Perkins IV.

In SY08-09 the following programs are designated as gender neutral:

CIP	Program
10.0300	Graphic Communications
12.0500	Culinary Arts
13.1200	Education and Training: Education Professions
15.1200	Information Technology
50.0100	Performing Arts
51.0900	Diagnostic and Intervention Technologies
51.1000	Biomedical Health Technologies
52.0200	Business Management and Administrative Services
52.0300	Accounting and Related Services
52.0800	Financial Services
52.0900	Hospitality Management
52.1800	Marketing, Management and Entrepreneurship

Nontraditional enrollment assistance and training is available. Numerous nontraditional resources are available from ADE. Contact Jeanne Roberts at (602) 364-2211 or email Jeanne.Roberts@azed.gov.

Measure 6S1: Nontraditional Participation

Numerator: Number of nontraditional CTE participants enrolled in a nontraditional program
Denominator: Number of CTE participants enrolled in a nontraditional program

Measure 6S2: Nontraditional Completion

Numerator: Number of CTE concentrators from underrepresented gender groups who completed the state-designated sequence of instruction then took and passed the technical skills assessment in a program that leads to employment in nontraditional fields and left secondary education in the reporting year.
Denominator: Number of CTE concentrators who completed the state-designated sequence of instruction and took an assessment in a program that leads to employment in nontraditional fields and left secondary education in the reporting year.

Programs Designated as Nontraditional

CIP Code	SY 2007-2008	Nontraditional Gender
01.0100	Agricultural Business Management – Agriscience	Female
10.0200	Audiovisual Technology	Female
10.0300	Graphic Communications	*
12.0400	Cosmetology	Male
12.0500	Culinary Arts	*
13.1210	Education and Training: Early Childhood Education	Male
13.1200	Education and Training: Education Professions	*
15.0000	Engineering, Math, Technologies and Science	Female
15.0300	Electronic Technology	Female
15.0600	Industrial Manufacturing	Female
15.1200	Information Technology	*
15.1300	Drafting and Design Technology	Female
43.0100	Law, Public Safety and Security	Female
43.0200	Fire Science	Female
46.0200	Carpentry Technologies	Female
46.0300	Electrical and Power Transmission Technology	Female
46.0400	Construction Technologies	Female
46.0500	Plumbing Services	Female
47.0100	Telecommunications Maintenance and Installers	Female
47.0200	Heating/Air Conditioning Maintenance	Female
47.0600	Automotive Technologies	Female
48.0500	Welding Technology	Female
49.0200	Heavy Equipment Operation	Female
50.0100	Performing Arts	*
51.0600	Dental Assisting	Male
51.0800	Allied Health Services	Male
51.0900	Diagnostic and Intervention Technologies	*
51.1000	Biomedical Health, Genomics, Technologies and Science	*
51.1500	Mental and Social Health Services	Male
51.1600	Nursing Services	Male
51.3500	Therapeutic Massage	Male
52.0200	Business Management and Administrative Services	*
52.0300	Accounting and Related Services	*
52.0800	Financial Services	*
52.0900	Hospitality Management	*
52.1800	Marketing, Management and Entrepreneurship	*
52.1900	Design and Merchandising	Male

*Note: * - The program is not designated as a nontraditional program for either gender.*

Based on new and expanded 2006 versions of the Nontraditional Occupations and 2000 Classification of Instructional Programs Crosswalk prepared by the National Alliance for Partnerships in Equity (NAPE) – June, 2007
These guidelines are to be utilized throughout the duration of Perkins IV

For additional information on understanding Performance Measures, refer to the SY2008-2009 Online Technical Assistance Basic Grant and Data Reporting Handbook available at http://www.ade.az.gov/cte

Section 2
Submitting Performance Measures to ADE

Submitting a Concentrator Record

High schools report CTE concentrator data to the Arizona Department of Education (ADE) annually. The Concentrator Report is compiled at the end of the school year and due by June 23. The information reported includes names and other relevant information for:

- Active programs listed in a school's Program Profile Table, available at http://www.ade.az.gov/PerfMeasures/splash.asp) and
- Students who left during the current year because they graduated, dropped out, were suspended or expelled or who were absent for unknown reasons or whose status is unknown. The following leave codes will be reported:

2008 Leave Codes	
Codes	**Description**
E1, SE, SC. SA	Still in School
W3	Expelled
W4	Absence
W5, W12, W13, C, A	Dropout
W7, G	Graduated
W11	GED

G = Graduated: Student completed course of study requirements and passed AIMS
C = Completed course of study requirements; did not pass AIMS
A = Attended, did not complete course of study requirements or pass AIMS
SE, SC, SA = Still in School Status

Effective programs produce concentrators and placements on an annual basis. Failure to submit concentrator reports may impact funding.

Concentrator information includes:

- Fiscal Year*
- School CTDS
- Name of School*
- Classification of Instructional Program (CIP) program number *
- Program Name*
- Student First Name *
- Middle Initial
- Student Last Name*
- Birth date*
- Attain 80%*
- Gender*
- Race*
- Leave Code*
- SAIS ID*
- Student SSN
- Assessment Method*
- Student Took Assessment?*
- Student Passed Assessment?*
- Assessment Name*
- Number of credits obtained*
- Concentrator Report Date (auto fill)*
- Federal/State record indicator*

*Mandatory

Online Concentrator Reports are available at: http://www.ade.az.gov/PerfMeasures/splash.asp.

For additional information, refer to the SY2007-2008 Online Technical Assistance Basic Grant and Data Reporting Handbook available at http://www.ade.az.gov/cte.

Submitting Data for Alternate Enrollment Scenarios

A student who attends an alternate enrollment scenario is one who attends CTE courses offered at another campus. A student may begin taking courses in a program at the school of residence and proceed to take additional levels of courses in the same program offsite or take the entire coherent sequence of courses offsite. An offsite campus might be another high school within the same district, Joint Technical Education District (JTED), skill center or college campus.

A school may have students enrolled in various enrollment scenarios. To determine the scenario that applies, read each description below:

1. Students enroll in a program or program option offered only at a JTED. The JTED reports course and program enrollment, concentrators and placements. All active programs will be reflected in the JTED's Program Profile Table.
2. Students enroll in a CTE program at the school of residence that articulates to a postsecondary public/private institution. The school of residence reports course and program enrollment, concentrators and placements. All active programs will be reflected in the Program Profile Table of the school of residence. This program will show courses as articulated in the Coherent Sequence of Courses.
3. Students enroll in a course at another high school campus. A school of residence offers some courses in that program, but sends the student to another campus for upper level courses. The school of residence reports course and program enrollment, concentrators and placements. All active programs will be reflected in the Program Profile Table in both the school of residence and the offsite campus. This shared program will show courses being taught at the school of residence and courses articulated in the Coherent Sequence of Courses.
4. Students enroll in a program not offered at the school of residence, but offered offsite. The school of attendance reports course and program enrollment, concentrators and placements. All active programs will be reflected in the Program Profile Table at the school of attendance. The Coherent Sequence of Courses will be documented at the school of attendance.

Several of these scenarios may apply to different groups of students. These scenarios will assist in setting up district records.

Submitting a Placement Survey

A student may be reported as a concentrator in multiple programs. The Placement Survey is due by April 15. It is required for all active programs listed in a school's Program Profile Table. Graduates reported as a concentrator are a potential placement in the online reporting system. Failure to submit placement data may impact funding.

Placement information includes:

- Fiscal Year of Graduation (2008)
- Unique county, school type, district and school number (CTDS)*
- Name of School*
- Fiscal Year*
- Classification of Instructional Program (CIP) program number*
- Student's name*
- Student's birth date*
- Gender*
- Student's address
- Phone number
- Designation of student as a concentrator*, completer* or sampler
- Contact Type
- Description of Contact if Other
- Who Completed the Survey Form
- Leave Code*
- Federal/State record indicator*
- Special Population Designation*
- Religious Mission Information
- Placement Information for School/Apprenticeship, including postsecondary school name
- Military, including military branch
- Working, including employer name, address, phone number, supervisor

* Data in these fields is carried forward from prior concentrator files.

For additional information, refer to the SY2008-2009 Online Technical Assistance Basic Grant and Data Reporting Handbook available at http://www.ade.az.gov/cte.

Section 3
Using Performance Measures Reports

A variety of reports summarizing local performance on the Career and Technical Education Perfomance Measures are compiled annually from enrollment, concentrator and placement reports.

These reports are a valuable resource to use with administrators, teachers and advisory committees. Districts should use these reports to determine program approval status.

Using the Program Profile Table

When a high school submits a Notification of Intent (NOI) to offer a CTE program, the program is added to the Program Profile Table. When a program is listed on the Program Profile Table, the school is eligible to participate in State and Federal funding. Schools report CTE course and program enrollment, concentrators and placement data to ADE for all active programs. A school's Program Profile Table is accessed on the ADE CTE website at: http://www.ade.az.gov/PerfMeasures/splash.asp. A sample Program Profile table is on the next page.

There are two sections in the Program Profile Table for each school:

- The top section lists Active Programs.
- The bottom section lists Inactive Programs. These programs have been assigned a withdrawal date.

If a program at a school is active in the Program Profile Table in the top section, that school is responsible for reporting course and program enrollment, concentrators and placements. Any program in the inactive section will not report course or program enrollment, but concentrators may be reported in the following year and placements may be reported for two years after the inactive date.

The inactive section of the Program Profile Table shows programs that the school inactivated or CTE inactivated. A program that is inactivated by CTE has a different inactive date and cannot be re-activated until at least one year of non-funding and all essential elements are met and approved by a State Supervisor.

Appendix AN

Program Profile for SAMPLE HIGH SCHOOL

Accountable LEA - Home (residence) School Articulated School

CTDS : 07-02-99-111 Program Information					
Active Programs					
Program Name	**Birth Date**	**Inactive Date**	**ReBirth Date**	**Final Inactive Date**	
Agriscience	1/1/1995				
Automotive Technologies	1/1/1995				
Culinary Arts	1/1/2007				
Design and Merchandising	1/1/1995	7/2/2001	4/1/2004		
Drafting and Design Technology	1/1/1995				
Early Childhood Education	1/1/1995				
Financial Services	1/1/1995	6/30/2002	4/1/2004		
Information Technology	4/1/2001				
Welding Technology	1/1/1995				
Woodworking	1/1/1995				
Non Active Programs					
Program Name	**Birth Date**	**Inactive Date**	**ReBirth Date**	**Final Inactive Date**	**Action**
Accounting and Related Services	7/1/2002	6/30/2002			
Administrative Information Services	1/1/1995	4/16/2004			
Education Professions	4/1/2003	4/16/2007			
Marketing Management and Entrepreneurship	4/1/2003	6/30/2004			

Types of Secondary Performance Measures Reports

Performance Measures are compiled annually from concentrator and placement reports. A variety of reports summarizing local performance are available when you log into the Arizona Career and Technical Education webpage.

Report Type	Information Provided within Report	1) Where Report is Located 2) Multiple Data Category Options
District Reports		
(A) Performance Measures Program Results Graph	Bar graph representation of local versus State-level performance broken down by program	1) Under Reporting – Results Graph 2) Available by District or School, Single Program or All Programs
(B) Performance Measures Program Results	Text chart representation of local versus State-level performance broken down by program on the district level	1) Under Reporting – District Reports – Program Results 2) Available by District or School, Single Program or All Programs
(C) School-Level Program Improvement Planning Summary	Program improvement issues identified based on district-compiled performance	1) Under Reporting – District Reports – Performance Improvement Planning Summary 2) Available by District or School, Single Program or All Programs
(D) Performance Measures Summary for District Programs	Summary of Performance Measure attainment broken down by program	1) Under Reporting – District Reports – Performance Measures Summary 2) Available by District or School, Single Program or All Programs
(E) School Program Performance Measures Results for All Student Groups	Breakdown of Performance Measure attainment by student and Special Population group	1) Under Reporting – District Reports – Results for All Student Groups 2) Available by District or School, Single Program
(F) Performance Measures School Program Results for Special Populations	Breakdown of Special Populations by gender	1) Under Reporting – District Reports – Special Population Results 2) Available by District or School, Single Program or All Programs or All Programs Rolled Up
(G) CTE District Data Snapshot	Concentrator/Completer data and AIMS performance data overview on the district level	1) Under Reporting – District Reports – District Data Snapshot 2) Available by District

It is possible to study program performance at several levels. For example, you can study an individual program at a single school or compare the same program at every school or a single program total compiled from all schools. Many reports look the same, but the totals change according to what is studied. To easily identify the unit of study for each printed report, use the symbol printed in the report title. These symbols are

▼School Program ♦District Compiled Program ⧗School ●Whole District

Quick Instructions for Accessing Online Local Performance Reports

Access the ADE web page at: www.ade.az.gov

1. Click on **Programs**
2. Click on **Career & Technical Education**
3. Click on **Performance Measures**
4. Click on **Concentrator and Placement Online System**

Or access the CTE website login page directly at http://www.ade.az.gov/PerfMeasures/splash.asp

To Login: Use the district's **User ID and Password** (available from your Local CTE Director/Coordinator)

To access the **Program Profile Table:**

1. Click on **Administrative** in the upper left corner
2. Click on **Program Profile**
3. Select the **School** or **CTDS**

To access other reports:

For **(A)-Performance Measures Program Results Graph**

1. Click on **Reporting** along the left side of the screen
2. Click on **Result Graph**
3. Select the **Fiscal Year**
4. Select either **District** or **School** breakdown
5. Select either **Single Program** or **All Programs** breakdown

For **(B)-Performance Measures Program Results**

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select **Program Results** from the drop-down menu
5. Select either **District** or **School** breakdown
6. Select either **Single Program** or **All Programs** breakdown

For **(C)-Program Improvement Planning Summary**

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select **Program Improvement Planning Summary** from the drop-down menu
5. Select either **District** or **School** breakdown
6. Select either **Single Program** or **All Programs** breakdown
7. The results will be emailed to you

For **(D)-Performance Measures Summary**

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select **Performance Measures Summary** from the drop-down menu
5. Select either **District** or **School** breakdown
6. Select either **Single Program** or **All Programs** breakdown

For **(E)-Performance Measures Results for All Student Groups**

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select **Results for All Student Groups** from the drop-down menu
5. Select either **District** or **School** breakdown
6. Select program for single report

For **(F)-Performance Measures Results for Special Populations**

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select **Special Population Results** from the drop-down menu
5. Select either **District** or **School** breakdown
6. Select either **Single Program**, **All Programs** or **All Programs Rolled Up** breakdown

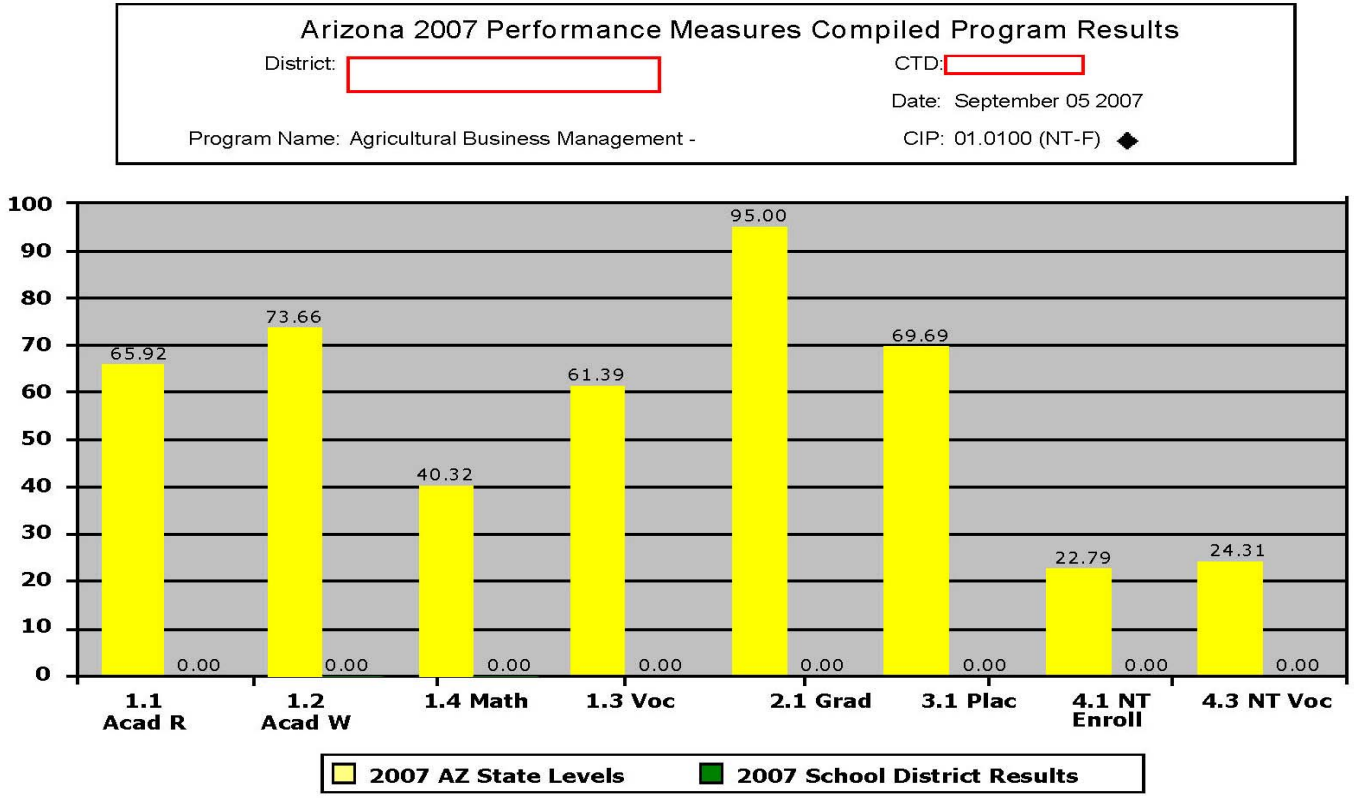
For **(G)-CTE District Data Snapshot**

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select the **District Data Snapshot**

To create another report, use the **Back** option in the left hand of the tool bar until you get the option (program, school, district or report) you want to change.

To Receive the Report: The system creates a portable document format file (PDF using Acrobat Reader) for each report. Each report is created to your specifications, so please wait while the report is processing. This may take a few minutes, depending on the amount of information you requested. A link will appear. Click on the link. When you see the report you can print it, save it or close it as with any other file.

(A)-Performance Measures Program Results Graph



(NT-M) or (NT-F) = Nontraditional for Males or Nontraditional for Females
(TP) = Identified as a Tech Prep Program on Enrollment Report
◆ = Compiled District Program

(B)-Performance Measures Program Results

Arizona 2007 Performance Measures Compiled Program Results

CTD: District:

Page 1 of 2

Date: 09/05/2007 CIP: 15.1300 (NT-F) ◆

Program Name: Drafting and Design Technology (TP)

Measure 1.1 Academic Reading Attainment

N. Number of concentrators who meet or exceed all the reading standards measured on the AIMS test	8	Local Performance:	66.67%
D. Number of concentrators who take the test	12	State Level of Performance:	65.92%
		Meet State Level of Performance?	**Y**

Measure 1.2 Academic Writing Attainment

N. Number of concentrators who meet or exceed all the writing standards measured on the AIMS test	8	Local Performance:	66.67%
D. Number of concentrators who take the test	12	State Level of Performance:	73.66%
		Meet State Level of Performance?	**N**

Measure 1.4 Academic Math Attainment

N. Number of concentrators who meet or exceed all the math standards measured on the AIMS test	11	Local Performance:	91.67%
D. Number of concentrators who take the test	12	State Level of Performance:	40.32%
		Meet State Level of Performance?	**Y**

Measure 1.3 Technical Skill Attainment

N. Number of Completers	9	Local Performance:	75%
D. Number of Concentrators	12	State Level of Performance:	61.39%
		Meet State Level of Performance?	**Y**

Performance Measure 2.1 Graduation

N. Number of Graduates	12	Local Performance:	100%
D. Number of Concentrators Who Left School	12	State Level of Performance:	95%
		Meet State Level of Performance?	**Y**

N. = Formula Numerator
D. = Formula Denominator
(NT-M) or (NT-F) = Nontraditional for Males or Non-traditional for Females
Note: Program has no nontraditional classification if this abbreviation does not appear.
(TP) = Identified as a Tech Prep Program on Enrollment Report 09/05/2007
◆ = Compiled District Program

Appendix AN

(C)-Program Improvement Planning Summary

Final 2007 School-Level Program Improvement Planning Summary

Report by CTE Program

This report calculates school results using December 2007 final concentrator and placement data for Active programs only.

Arizona Department of Education CTE Division

DISTRICT DATA QUALITY IMPROVEMENT ISSUES IDENTIFIED *Address ALL DISTRICT LEVEL ISSUES Identified Below:*					
District Name	C-T-D No. School Name	On-Time Reporting	Accurate Reporting	Identifying Special Pops	Services to Special Pops
		Late 2005 100C			

PROGRAM IMPROVEMENT ISSUES IDENTIFIED BASED ON DISTRICT COMPILED PERFORMANCE											
PERFORMANCE MEASURES						ESSENTIAL ELEMENTS					
PM 1.1 Academic Reading	PM 1.2 Academic Writing	PM 1.3 Vocational Proficiency	PM 1.4 Academic Math	PM 2.1 Secondary Diploma	PM 3.1 Completer Placement	PM 4.1/4.2 Nontrad Participation	PM 4.3/4.4 Nontrad Completion	Deliver a Coherent Sequence Of Instruction	Deliver ALL Program Competencies	Employ Properly Certified CTE Instructors	Inative Program Candidate?
510800 Allied Health Services											
100200 Audio/Visual Technology											
520200 Business Mgmt & Admin Services											
						5 yrs at zero concentrators	5 yrs at zero concentrators				

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Appendix AN

(D)-Performance Measures Summary

Arizona 2007 Performance Measures Summary for

CTDS:

District:

Date: 09/05/2007

Page: 1 of 4

Performance Measure	1.1 Academic Reading Attainment	1.2 Academic Writing Attainment	1.4 Academic Math Attainment	1.3 Technical Skill Attainment	2.1 Secondary Diploma	3.1 Completer Placement	4.1 & 4.2 Nontrad Enrollment	4.3 & 4.4 Non-trad Technical Skill
State Adjusted Level of Performance (SALP)	65.92%	73.66%	40.32%	61.39%	95%	69.69%	22.79%	24.31%
Program	Meet SALP?	Meet SALP?	Meet SALP?	Meet SALP?	Meet SALP?	Meet SALP?	Meet SALP?	Meet SALP?
52.0300	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Accounting and Related Services	0%	0%	0%	0%	0%	0%	N/A	N/A
52.0400 (NT-M)	N	N	N	N	Y	Y	N/A	N/A
	<	<	<	<	+	+	N/A	N/A
Administrative Information Services	0%	0%	0%	0%	100%	100%	0%	0%
01.0300 (NT-F)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Agriscience (TP)	0%	0%	0%	0%	0%	0%	0%	0%
51.0800 (NT-F)	Y	Y	Y	Y	Y	Y	Y	Y
	+	+	+	+	+	+	+	+
Allied Health Services (TP)	100%	94.44%	94.44%	72.22%	100%	100%	47.5%	61.54%
52.0200	Y	Y	Y	Y	Y	N	N/A	N/A
	+	+	+	+	+	<	N/A	N/A
Business Mgmt & Admin Services	92.31%	92.31%	92.31%	84.62%	100%	55.56%	N/A	N/A
46.0400 (NT-F)	Y	Y	Y	N	Y	N/A	N/A	N/A
	+	+	+	<	+	N/A	N/A	N/A
Construction Technologies	100%	100%	100%	0%	100%	0%	0%	0%

N/A = Not Available, zero performance prevents calculating results

NA = Not Applicable, is not a designated nontraditional program

(NT-M) or (NT-F) = Nontraditional for Males or Nontraditional for Females

Note: Program has no nontraditional classification if this abbreviation does not appear

(TP) = Identified as a Tech Prep program on Enrollment Report

= School Data

Appendix AN

(E)-Performance Measures Results for All Student Groups

Arizona 2007 School Program Performance Measures Results for All Student Groups

District: CTD: Page 1 of 3

School: Date: 09/05/2007 ▼

Program: Allied Health Services (TP) CIP: 51.0800 (NT-F)

Measure 1.1 Academic Attainment

Population	Number of Students in the Denominator	Number of Students in the Numerator	State Adjusted Level of Performance	Actual Level of Performance	Meet State Level of Performance?
GRAND TOTAL	18	18	65.92	100	Y
Male	8	8		100	Y
Female	10	10		100	Y
American Indian	1	1		100	Y
Asian	0	0		0	N
Black/African Amer	1	1		100	Y
Hispanic/Latino	8	8		100	Y
White	8	8		100	Y
Disabled	1	1		100	Y
LEP	0	0		0	N
Econ Disadvantaged	0	0		0	N
Acad Disadvantaged	2	2		100	Y
Single Parent	0	0		0	N
Nontraditional	10	10		100	Y
TECH PREP	18	18		100	Y

Measure 1.3 Vocational Attainment

Population	Number of Students in the Denominator	Number of Students in the Numerator	State Adjusted Level of Performance	Actual Level of Performance	Meet State Level of Performance?
GRAND TOTAL	18	13	61.39	72.22	Y
Male	8	5		62.5	Y
Female	10	8		80	Y
American Indian	1	1		100	Y
Asian	0	0		0	N
Black/African Amer	1	1		100	Y
Hispanic/Latino	8	6		75	Y
White	8	5		62.5	Y
Disabled	1	0		0	N
LEP	0	0		0	N
Econ Disadvantaged	0	0		0	N
Acad Disadvantaged	2	2		100	Y
Single Parent	0	0		0	N
Nontraditional	10	8		80	Y
TECH PREP	18	13		72.22	Y

NA - Not Applicable, is not a designated nontraditional program
(NT-M) or (NT-F) = Nontraditional for Males or Nontraditional for Females
(TP) = Identified as a Tech Prep Program on Enrollment Report
▼ = Single Program Data

(F)-Performance Measures Results for Special Populations

Arizona 2007 Performance Measures School Program Results for Special Populations

CTDS: District:

School: Date: 09/05/2007

Program Name: Allied Health Services (TP) CIP: 51.0800 (NT-F)

Total Student Population	Total	% Male	% Female	Comment
October Enrollment	1798	49.94	50.06	
CTE Program Enrollment	40	52.5	47.5	
Concentrators	18	44.44	55.56	
Completers	13	38.46	61.54	
Placement	1	100	0	

Disabled Population	Total	% Male	% Female	Comment
Oct Spec Ed Enrollment	200	63	37	
Spec Ed CTE Program Enrollment	1	100	0	
Spec Ed Concentrators	1	0	100	
Spec Ed Completers	0	0	0	
Spec Ed Placement	0	0	0	

LEP Population	Total	% Male	% Female	Comment
LEP Report (grades 9-12)	129	****	****	
LEP CTE Program Enrollment	0	0	0	
LEP Concentrators	0	0	0	
LEP Completers	0	0	0	
LEP Placement	0	0	0	

Economically Disadvantaged	Total	% Male	% Female	Comment
Total Free Lunch Eligible	1674	****	****	
Econ Dis CTE Program Enrollment	0	0	0	
Econ Dis Concentrators	0	0	0	
Econ Dis Completers	0	0	0	
Econ Dis Placement	0	0	0	

Academically Disadvantaged	Total	% Male	% Female	Comment
Acad Dis CTE Program Enrollment	8	87.5	12.5	
Acad Dis Concentrators	2	100	0	
Acad Dis Completers	2	100	0	
Acad Dis Placements	0	0	0	

Single Parent Population	Total	% Male	% Female	Comment
S Parent CTE Program Enrollment	0	0	0	
S Parent Concentrators	0	0	0	
S Parent Completers	0	0	0	
S Parent Placements	0	0	0	

▼ = School Program Data **** - Not Available 09/05/2007

Appendix AN

(G)-CTE District Data Snapshot

CTD District Name

2007 CAREER AND TECHNICAL EDUCATION DISTRICT DATA SNAPSHOT

Student Population	Total Number
2007 High School October 9-12 Enrollment	5440
2007 Total CTE 9-12 Enrollment	2402
2007 Level III CTE Program Enrollment	1346
2007 CTE Concentrators	347
2007 CTE Program Completers	243
Number of FY 2006 CTE Completers Placed In Postsecondary School, Job or Military After Graduation	124
Number of Additional FY 2006 CTE Concentrators Placed In Postsecondary School, Job or Military After Graduation	71
1750 High School Students Take 2007 AIMS Reading* (Unduplicated)	68.63% meet or exceed the standard
335 CTE Concentrators Who Left Secondary Education in 2007 took AIMS Reading (Unduplicated)	**94.33% meet or exceed the standard**
1797 High School Students Take 2007 AIMS Writing* (Unduplicated)	75.85% meet or exceed the standard
334 CTE Concentrators Who Left Secondary Education in 2007 took AIMS Writing (Unduplicated)	**95.21% meet or exceed the standard**
1874 High School Students Take 2007 AIMS Math* (Unduplicated)	55.82% meet or exceed the standard
335 CTE Concentrators Who Left Secondary Education in 2007 took AIMS Math (Unduplicated)	**91.04% meet or exceed the standard**

CTE Students comprise 44.15% of 9-12 high school enrollment.

56.04% of CTE total enrollment take Career Preparation courses.

25.78% of CTE Career Preparation students take a concentration of 2 credits.

70.03% of students with a concentration of 2 credits complete a CTE program.

72.94% of the 170 FY 2006 CTE program completers are placed in postsecondary school, a job, or the military.

CTE Leaver codes: W3 = Expelled W4 = Absence W5 = Dropout W7 = Graduated

Program Concentrator: A student who completes two Carnegie units of a single CTE program. One Carnegie unit must be in Level III Career Preparation.
2006-2007 Secondary Guidelines for Performance Measures and Program Evaluation 9-27-06: see The Guidelines at http://www.ade.az.gov/cte/DIG/

* See: http://www.ade.state.az.us/ResearchPolicy/AIMSResults/

Using the Alignment Report

The Alignment Report is sent to districts each time 40th and 100th Day Enrollment, Preliminary and Final Funding Reports are mailed. This report is very useful in troubleshooting missing data required for each program. Each Active Program is expected to have the following:

- 40th and 100th Day Course Enrollment
- Program Enrollment
- Concentrators or Zero Concentrator Report
- Placements or Zero Placement Report
- Coherent Sequence of Courses

If any of these pieces are missing, the program will show as "Not Aligned". Action by the district is required in order to rectify the problem.

Name of Column	Description	Notes
Program CIP **Program Name**	The program shows on this report if either the program is active, or the school reported any data for this program.	If a program does not appear on this list, the program is not active and there was no data reported.
NOI Date	This is the most recent date this program was activated.	If this column says "No Profile" it is because the program is not active, but data was reported for one or more of the reporting systems.
Coherent Sequence	This field shows the number of courses in the Coherent Sequence of Courses for each program.	"No BG Sequence" means there are no courses reported in the Coherent Sequence of Courses.
Articulate Fed BG	The information in this field comes from the Coherent Sequence of Courses. A course that is being taught offsite will show the CTDS of the school where this course is taught.	The CTDS reported for a course being taught offsite in the Coherent Sequence of Courses should match the 40th/100th Day Course Enrollment CTDS of attendance.
Articulate 40th Day	This field shows the CTDS from the 40th Day Course Enrollment, when the course is taught offsite. The number in this field indicates the number of courses reported for each Program.	The CTDS reported for a course being taught offsite in the Coherent Sequence of Courses should match the 40th/100th Day Course Enrollment CTDS of attendance.
Articulate 100th Day	This field shows the CTDS from the 100th Day Course Enrollment, when the course is taught offsite. The number in this field indicates the number of courses reported for each Program.	The CTDS reported for a course being taught offsite in the Coherent Sequence of Courses should match the 40th/100th Day Course Enrollment CTDS of attendance.
Non-COOP	This is the number of courses taught that are not identified as DCE, Internship or Coop.	
COOP Courses	This is the number of courses being taught that reported Course Enrollment as DCE, Internship or Coop.	
COOP Only	If all courses reported on Course Enrollment are DCE, Internship or Coop, the message will be "Error". Programs without a complete sequence of courses are not fundable.	
2009 Concentrator	Number of concentrators reported in each program. ZERO in this column means a Zero Concentrator Report has been filed.	If this field is blank, it means no concentrators or a Zero Concentrator Report has not been filed.
2008 Placement	Number of Placements reported in each program. ZERO means a Zero Placement Report has been filed.	If this field is blank, it means no Placements or a Zero Placement Report has not been filed.
Prog Enr	This is the number of unduplicated enrollment as reported on Program Enrollment.	
Reports NOI-BG-CE-PM-PE	"Aligned" means all required reporting components have been met.	"Not Aligned" indicates one of the components is missing. This could affect funding. Evaluation and corrective action is needed.

FY 2007 End-of-Year Alignment Report

This is the first place to look. If the program is aligned, all the pieces are in place. If it says Not Aligned, there is a problem and it will be identified in the column

CTD 999999 HITECH HIGH SCHOOL DISTRICT

CTDS 999999222 HiTech High School

Program NOI-BG-CE-	Program Title	NOI Date	1 Coherent Sequence	2 Articulate Fed. BG	2 Articulate 40th Day	2 Articulate 100th Day	3 CE 40th	3 CE 100th	3 Non-Coop	3 Coop L3/CP	4 Coop-Only	5 2007 Conc	6 2006 Place	7 Prog-Enroll	Reports 8 PM-PE
470600	Automotive Technolog	01/01/1995	6		090601001	090601001	8	7	13	2		014	009	25	Aligned
520200	Business Mgmt & Admi	04/01/2004	3				7	9	10	6		023	018	63	Aligned
460400	Construction Technol	01/01/1995	4		090601001	090601001	4	4	6	2		009	006	9	Aligned
120400	Cosmetology	04/01/2001	2		090601001	090601001	2	2	4	0		002	002	4	Aligned
120500	Culinary Arts	01/01/1995	3				5	5	8	2		011	011	13	Aligned
131500	Education Profession	04/01/2007	2		090601001	090601001	1	1	2	0		ZERO		1	Not Aligned
460300	Electrical And Power	04/01/2006	No BG Seq												Not Aligned
430200	Fire Science	No Profile	2		090601001	090601001	1	1	2	0		001		1	Not Aligned
100300	Graphic Communicatio	04/01/2001	5				6	7	10	3		020	022	51	Aligned
490200	Heavy Equipment Oper	04/01/2005	No BG Seq												Not Aligned
151200	Information Technolo	04/01/2006	No BG Seq												Not Aligned
511600	Nursing Services	04/01/2001	2		090601001	090601001	2	2	4	0		005	002	5	Aligned
480500	Welding Technology	04/01/2003	4		090601001	090601001	4	4	6	2		006	002	14	Aligned

This program is not active on the Program Profile Table, but there is articulated enrollment reported to 090601

These 3 programs are active, but have no Coherent Sequence

No concentrators and no "ZERO", which indicates a Zero Concentrator has been filed.

No Placements and no "ZERO", which indicates a Zero Placement has been filed.

Note1: "Coherent Sequence" column displays how many courses were reported as planned (by the district) to be taught for this program, this school
Note2: CTDS of where a program's students are articulated (to) are copied from the BG Coherent Sequence, 40th-day course enrollment and 100th-day course enrollment. (all three should be
Note3: "CE 40th", "CE 100th", "Non-Coop" and "Coop L3/CP" have the number of courses (level 3, or career preparation) reported in this school year's course enrollment.
Note4: If program has only DCE, Internship, or COOP courses in this school year - the "Coop-only" column shows "Error". These particular programs are not fundable.
Note5: The count of concentrators (completers who have graduated) reported for school year 2007 is reported in column "2007 Conc".
Note6: The count of placements (of 2006 graduates) from this program is reported in column "2006 Place".
Note7: The program unduplicated (each student counted in only one program in 2007) total is reported in column "Prog-Enroll".
Note8: As of the end of school year 2007 - the program has "Aligned" status if it has active NOI, coherent sequence, course enrollment, concentrator, placement and program

Section 4
Interpreting Program Approval Status

Approved Programs: In order for a program to be approved it must have the all the essential elements. CTE Programs are eligible for Federal and State funding when all essential elements are in place. The essential elements are listed below:

- Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at www.aztechprep.org or in the "Codes and Titles" section of the April 2007 Secondary CTE Resource Handbook available at http://www.ade.az.gov/cte/careerpathways.
- Teaches all the State-designated program standards (See definition page 49 of this publication)
- Specified on the current CTE Program List (See page 51 of this publication.)
- Taught by an appropriately certified teacher per CTE certification requirements, available in the April 2007 Secondary CTE Resource Handbook available at http://www.ade.az.gov/cte/careerpathways.
- Evaluates program performance annually (see page 33 of this publication) and meets or exceeds established State Performance Measures
- Offers student work-based participation that involves actual work experience and connects classroom learning to work activities. Additional information is available at www.ade.az.gov/CTE/WhatsNew/LRGlinked.pdf *
- Requires student participation and Career Exploration for grades 7-9
- NEW! Requires Career & Technical Student Organization (CTSO) affiliation for all students appropriate for the programmatic area.

Provisionally Approved Programs: A program may be provisionally approved for a variety of reasons. The essential elements determine this status. A provisionally approved program is eligible for State and Federal funding. A district is expected to address any provisionally approved program by including a State-directed objective in their Basic Grant. A program will receive a provisionally approved designation from ADE. Several possible factors are listed below:

- District applies for and receives a one year exemption from an essential element requirement. The program will be provisionally approved for one year.
- District Level of Performance (DLP) fails to meet 90 percent of the State Adjusted Level of Performance (SALP) on any Performance Measure. The district will be placed on an Improvement Plan for up to three years and then the program(s) will become unapproved.
- District is operating on a Local Adjusted Level of Performance (LALP) for any performance measure. The district will be placed be on an Improvement Plan for up to three years and then the program(s) will become unapproved.

Unapproved Programs: Unapproved programs are not eligible for federal or State funding. A CTE program(s) may be unapproved for a variety of reasons:

- The district fails to submit Concentrator Reports by June 23 and Placement Surveys by the April 15th deadline
- The district is still missing one of the essential elements after the one year exemption has been granted
- The district does not conduct an annual program evaluation, implement an Accountability Plan or submit the results to ADE at the established deadline

- The district does not meet SALP or LALP and fails to implement an Improvement Plan, fails to make any improvement in meeting levels of performance or fails to meet 90 percent of the SALP or LALP for three consecutive years
- The district fails to submit accurate Course Enrollment Verification Reports or submit an accurate year-end unduplicated Program Enrollment Report by April 15

Section 5
Improving Program Performance

Conducting a Program Evaluation

Federal and State Law require an evaluation of CTE programs be conducted annually. Performance Measures results are available after June 22 each year. Districts should begin a self-assessment and annual evaluation process as soon as the Performance Measures results are available. Process steps to include are as follows:

1. Assemble the local program improvement team(s). Team members should represent groups responsible for implementing improvement efforts or who have an investment or stake in the program's performance. Perkins IV specifies there must be at least one representative from each of the following groups, although representation need not be limited to only one person:
   - Parents, students and administrators
   - Academic and CTE teachers, career guidance and academic counselors
   - Representatives of tech prep consortia, if applicable
   - Member from the business and industry the program reflects
   - Labor organizations
   - Representatives of Special Populations
   - Other interested individuals such as government, nonprofit youth service providers or workforce development representatives

2. Designate a coordinator for the local program improvement team to implement the evaluation and improvement procedures

3. Examine the data to determine program strengths and weaknesses

4. Choose an evaluation method(s) and conduct the annual evaluation from these options:
   - *Rubric for Exemplary Programs,* available at www.ade.az.gov/cte/DIG/ExemplaryProgramRubric.pdf
   - *Local Program Assessment Guide,* available at www.ade.az.gov/cte
   - U.S. Department of Education *Program Improvement Five-Step Process,* available at www.edcountability.net/downloads/Improving_Peformance_A_Five-Step_Process_A_quick_Reference_Guide.pdf
   - *Program Assessment Review*, http://www.ade.az.gov/cte/PerkinsAcct.asp
   - Other assessment options may be used with approval from ADE

5. Create an Accountability Plan using the results of the evaluation and incorporate into the Basic Grant application using evidence-based strategies that are known to improve performance

6. Set performance targets and goals for improvement

The results of the Annual Evaluation, Accountability Plan or a summary will be submitted to CTE by September 30 each year. Included will be a copy of the meeting agenda and a list of attendees.

Performance Measures and Program Evaluation Timeline

ACTIVITY	RESPONSIBLE PARTY		TIMELINE
Submit Placement data http://www.ade.az.gov/PerfMeasures/splash.asp Submit Placement Verification Reports. Submit Program Enrollment Reports to ADE http://www.ade.az.gov/PerfMeasures/splash.asp	DISTRICT		April 15
Submit Concentrator data: http://www.ade.az.gov/PerfMeasures/splash.asp Submit Concentrator Verification Reports.	DISTRICT		June 23
Districts access Local Results		ADE	July
Conduct Data Quality Reviews		ADE	July-Oct
Recruit and train Local Program Improvement Team Members and CTE teachers. Conduct an evaluation and develop the Accountability Plan (AP) using one of these methods: • *Rubric for Exemplary Programs* • *Local Program Assessment Guide* • *Program Assessment Review* • U.S. Department of Education Program Improvement *Five-Step Process*	DISTRICT	ADE	Begin Aug-Sept
Create and incorporate the Accountability Plan (AP) into the Basic Grant amendments as necessary	DISTRICT	ADE	Begin Aug-Sept
Implement the Accountability Plan and conduct regular program performance reviews	DISTRICT		Continuous
Provide technical assistance for selected schools and programs		ADE	Continuous
Begin Placement Survey process for reported 2008 concentrators who graduated by June 30	DISTRICT		Oct 1 – Dec 31

Districts Implement the Accountability Plan

After the creation of the Accountability Plan (AP), the performance targets and goals should be reviewed regularly. The document entitled "Directions for Using the LPAG", available at http://www.ade.az.gov/cte, has helpful suggestions for continuous improvement.

As programs are monitored regularly, it may become necessary to revise or adjust some of the goals identified in the AP. Successful monitoring includes turning goals into concrete activities that are measurable and manageable in size, scope and quality.

Many districts incorporate the AP into State-directed objectives or other priorities into the Basic Grant application. This has proven to be an effective tool to produce improvement.

Section 6
Monitoring Data Quality

Monitoring performance focuses on accountability. The purpose of State and local accountability is found in Perkins IV, Section 113. The statement of purpose is to:

- establish and support State and local performance accountability systems
- assess the effectiveness of the State and eligible recipients of the State in achieving Statewide progress in CTE
- optimize the return of investment of Federal funds in CTE activities

One of the essential components of Performance Measures is accurate and reliable data. Perkins IV has numerous references to accurate and reliable data. The responsibility for accurate and reliable data belongs to both the district and the State. Parallel to improving performance is monitoring data. This section will focus on local and State responsibilities to monitor data quality.

Local Strategies to Improve Data Quality

It is necessary for districts to examine the quality of their data on a regular basis. The National Forum on Education Statistics defines quality data as a process:

> "A Culture of Quality Data is the belief that good data are an integral part of teaching, learning, and managing the school enterprise. Everyone who has a role in student outcomes—teachers, administrators, counselors, office support staff, school board members, and others—shares this belief. Because good data are as much a resource as staff, books and computers, a wise education system is willing to invest time and money in achieving useful information and respects the effort taken to produce it." http://NCES.ed.gov/pubs2005/2005801.pdf

Districts are responsible for reporting statistically reliable information. All data should be able to be reproduced by an independent audit conducted using the definitions and data collection and processing steps directed by the State. Districts should be consistent in the following activities:

- Applying uniform definitions consistently throughout all data collection processes
- Utilizing the common and State-identified correct measurement period for each Performance Measure
- Implementing accurate and successful coverage strategies for all subpopulations
- Using statistical reliable processes for all reported data

ADE CTE Strategies to Improve Data Quality

Three State strategies support important State activities including the verification of accurate local information to use in the local districts' Accountability Plans. In addition, the strategies aid in the compilation of the Consolidated Annual Report (CAR) to the Office of Vocational and Adult Education (OVAE) that certifies the following:

- Districts have in place accurate and reliable learning assessments to measure technical attainment and
- State performance results are accurate, reliable and timely.

CTE will assist districts with strategies to improve data quality in the following activities:

1. Proactive Technical Assistance will focus on helping districts and programs to improve the accuracy of their data collection and reporting during the months preceding the June 22 reporting deadline
2. One part of Program Assessment Reviews (PAR) focuses on reviewing the quality of data of information after the June 22 reporting deadline
3. Data Quality Reviews (DQR) focus on the quality of data submitted for the calculation of Performance Measures

ADE Provides Proactive Technical Assistance

Data trends reveals there are several conditions that signal potential data quality problems. The conditions that identify a district or program candidate as needing proactive technical assistance can include any of the following:

- A previous Data Quality Review with a concentrator reporting error rate greater than 10%
- A previous Data Quality Review with a placement reporting error rate greater than 10%
- New local administrator reporting CTE enrollment and performance results for the first or second time
- Previously inaccurate reporting of Special Populations
- Late reporting or a request for an extension of the reporting deadline and
- Previously inconsistent course and program enrollment reports as evidenced in the Alignment Report

Annually, representatives of the CTE Section visit school district or program candidates with one or more of the conditions mentioned above. CTE staff may include specialists from Development and Innovations, Career Pathways, Federal Programs or Grants and Enrollment depending upon the nature of the assistance needed. Assistance can include any of the following areas:

- Identification of students with two or more credits in the CTE program
- Identification of students who should be reported in one of the designated Special Population categories
- Acceptable assessment and documentation of student learning
- Accurate enrollment reporting using the online reporting system
- Accurate concentrator or placement reporting using the online reporting system or
- Accurate concentrator or placement reporting using a text file or email attachment

ADE Conducts Program Assessment Review

During the period between June 22 and October 15, a team of representatives of the CTE Section will visit 20% of districts participating in Perkins funding. One of the representatives will be the Accountability Specialist or Research Specialist who will review data for programs that:

- Appear to be missing data (reporting graduates only; all students attain technical skills)
- Report only students in a Special Population or reports no students in a Special Population
- Request or receives a program approval exemption because it is missing an essential element of an approved program

- Belong in the sample of programs new to the State CTE Program List or
- Belong in the sample of programs new to local districts

The review process seeks to verify the accuracy of reported information by using a printout of concentrator names, placement names, course and program enrollment information submitted for the current year. The verification investigates the alignment of supporting documentation to the reported information. When there is a misalignment, the data is edited to conform to the local documentation. To this end, the investigation may:

- Request to see individual student records, original placement surveys and transcripts
- Request a copy of course handbooks
- Request a copy of class rosters
- Request a copy of each program's annual evaluation documentation and
- Ask you questions about your data collection and reporting systems

ADE Conducts Data Quality Reviews

A Data Quality Review is conducted using the same reasons stated in the PAR for districts that may not be selected to receive a PAR. In both a PAR and DQR, the supporting documentation will be examined for accuracy and validity.

If errors are found in the data quality review, the district corrects the errors to improve the accuracy of the reported information. If a student's transcript does not support the definition of a concentrator, the student's concentrator record will be deleted. If the transcript shows the concentrator belongs in a different program, the record will be moved to the correct program. The district is required to make the corrections during the period between the data quality review and October 30.

If a student's standard or assessment documentation does not support the definition of a program concentrator, the student's concentrator record will be edited to conform to the documentation, but the student remains a concentrator on the list. The district is required to make the corrections during the period between the data quality review and October 30.

If a student's placement survey or transcript documentation does not support the placement data reported, the placement record will be edited to conform to the documentation. The district would be required to make the corrections during the period between the data quality review and October 30.

If a Special Population student was inappropriately identified, the student recorded information would be edited to conform to local documentation. The district would be required to make the corrections during the period between the data quality review and October 30.

More information about Proactive Technical Assistance and/or Data Quality Reviews can be found by contacting the CTE Section Development and Innovations Group:

Penny Legge, Accountability Specialist
Phone: (602) 364-2470 or Email penny.legge@azed.gov

Glossary of Perkins IV Operational Definitions

ARIZONA INSTRUMENT TO MEASURE STANDARDS (AIMS) – Arizona's secondary graduation exam. The calculations of concentrators is based on passing reading, writing and math. Please refer to the memo from Dr. Robert Franciosi dated June 27, 2005 regarding corrections to AIMS data, page 54.

ACCOUNTABILITY PLAN (AP) – The local plan that results from the annual evaluation of a Career and Technical Education program. The plan identifies activities, services and functions with the intent to develop, support and improve the quality of the career and technical education program in achieving the State Adjusted Levels of Performance. The plan is incorporated into the Basic Grant application using locally derived objectives or State-directed objectives in the case of a Program in Review. (See PROGRAM IN REVIEW)

The Accountability Plan for a Program in Review must be based upon the findings of an external assessment directed by ADE. Other evaluation methods may be approved upon request.

APPROVED CAREER AND TECHNICAL EDUCATION PROGRAM – Program approval is based upon the combined Performance Measures results for all district programs with the same program CIP code.

"Approved" and "active" program are synonymous terms describing programs eligible to participate in State Block Grant and Federal Perkins funding. This guidance document defines an approved program as having these criteria:

1. Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at www.aztechprep.org or in the "Codes and Titles" section of the April 2007 Secondary CTE Resource Handbook available at http://www.ade.az.gov/cte/careerpathways
2. Teaches all the State-designated program standards (See definition page 49 of this publication)
3. Specified on the current CTE Program List (See page 51 of this publication.)
4. Taught by an appropriately certified teacher per CTE certification requirements, available at http://www.ade.az.gov/cte/careerpathways
5. Evaluates program performance annually (see page 33 of this publication) and meets or exceeds established State Performance Measures
6. Offers student work-based participation that involves actual work experience and connects classroom learning to work activities. Additional information is available at www.ade.az.gov/CTE/WhatsNew/LRGlinked.pdf.*
7. Requires student participation and Career Exploration for grades 7-9
8. Requires Career & Technical Student Organization (CTSO) affiliation for all students appropriate for the programmatic area.

NEW!

* An approved program includes student work-based participation that connects classroom learning to actual work experience. Work-based learning is an integral component of a sequence of instruction in a career and technical education program. Work-based learning methods include cooperative education and internships. Both methods have eligibility requirements.

ARTICULATION AGREEMENT – A written commitment between a secondary institution and a postsecondary educational institution to a program that is designed to provide students with a sequence of achievement and linked through credit transfer agreements between the secondary and postsecondary institution holding the agreement.

ARTICULATED STUDENT – A student who attends an alternate enrollment scenario is one who attends CTE courses offered at another campus. A student may begin taking courses in a program at the school of residence and proceed to take additional levels of courses in the same program offsite or take the entire coherent sequence of courses offsite. An offsite campus might be another high school within the same district, Joint Technical Education District (JTED), skill center or college campus.

A school may have students enrolled in various enrollment scenarios. To determine the scenario that applies, read each description below:

1. Students enroll in a program or program option offered only at a JTED. The JTED reports course and program enrollment, concentrators and placements. All active programs will be reflected in the JTED's Program Profile Table.
2. Students enroll in a CTE program at the school of residence that articulates to a postsecondary public/private institution. The school of residence reports course and program enrollment, concentrators and placements. All active programs will be reflected in the Program Profile Table of the school of residence. This program will show courses as articulated in the Coherent Sequence of Courses and in the Program Profile Table.
3. Students enroll in a course at another high school campus. A school of residence offers some courses in that program, but sends the student to another campus for upper level courses. The school of residence reports course and program enrollment, concentrators and placements. All active programs will be reflected in the Program Profile Table in both the school of residence and the offsite campus. This shared program will show courses being taught at the school of residence and courses articulated in the Coherent Sequence of Courses.
4. Students enroll in a program not offered at the school of residence, but offered offsite. The school of attendance reports course and program enrollment, concentrators and placements. All active programs will be reflected in the Program Profile Table at the school of attendance. The Coherent Sequence of Courses will be documented at the school of attendance.

Several of these scenarios may apply to different groups of students. These scenarios will assist in setting up district records.

CAREER AND TECHNICAL EDUCATION (CTE) – Organized educational activities that offer a sequence of courses; provides an industry recognized credential or technical skill proficiency and may lead to higher education.

CAREER AND TECHNICAL EDUCATION BASIC GRANT – Arizona's name for the local application to receive formula funds from the Carl D. Perkins Career and Technical Education Act of 2006. The local allocation is based on a census data formula. Eligible recipients are annually notified of their allocation and invited to apply by submitting an application. Further information on the application and process is available at http://www.ade.az.gov/cte.

CAREER AND TECHNICAL EDUCATION PROGRAM – A coherent sequence of instruction designed to deliver all State-designated program standards for any program on the CTE Program List. A program is directly related to preparing individuals for employment in an occupation. Approved and provisionally approved programs qualify to apply for State and Federal funding.

CARNEGIE UNIT – One unit of transcripted credit awarded in grades 7-12 for a minimum of 123 clock hours of instruction during the regular school year or 123 clock hours of instruction during summer school.

CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP) – The U.S. Department of Education's standard educational program classification system. It includes a uniform numbering system and description of educational programs.

CONCENTRATOR – A secondary student who has transcripted two (2) or more Carnegie Units/credits in a state-designated sequence in an approved Career and Technical Education program.

The Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook.

CONTINUOUS IMPROVEMENT – The process of systematically planning and measuring program progress and results toward achieving desired improvements.

COOPERATIVE EDUCATION (COOP) / DIVERSIFIED COOPERATIVE EDUCATION (DCE) – Cooperative education is a method of work-based experience that connects classroom learning to work activities. Requirements are:

- Classroom learning based on CTE program standards
- Supervised work-based learning based on State-designated Career Preparation program technical standards
- Course equivalent to one Carnegie Unit that addresses State-designated Career Preparation program standards must be included
- Designed for students at least 16 years of age
- Training agreement on file before the student is reported in enrollment. The training agreement is the document that identifies responsibilities of the school, student and the employer.
- Training plan on file before the student is reported in enrollment. The training plan is also prepared at the beginning of the work-based experience course and identifies the career preparation program standards that will be attained at the work site. It focuses on objectives, standards and tasks that students will attain prior to their evaluation.

Teachers are required to have appropriate program CTE certificate with a Cooperative Education Endorsement. Frequently asked questions on cooperative education are available at http://www.ade.az.gov/cte/. These resources provide numerous samples of signed training agreements suitable for cooperative education courses.

After students have completed a Carnegie Unit in a Career Preparation course, districts may report those students in cooperative education course enrollment. Districts may not spend CTE funds on cooperative education courses unless they are part of a CTE approved program sequence of courses offered annually. Cooperative education courses that are not part of an approved program of instruction are not funded and will receive an "Unapproved" status on the annual fiscal reports.

DCE has similar requirements as Cooperative Education, however, students enrolled in DCE represent multiple career preparation program areas. DCE teachers are required to have a CTE certificate with a Cooperative Education endorsement.

After students have completed a Carnegie Unit in a Career Preparation course, districts may report those students in DCE course enrollment. Districts may not spend CTE funds on DCE courses unless they are part of a CTE approved program sequence of courses offered annually. DCE courses that are not part of an approved program of instruction are not funded and will receive an "Unapproved" status on the annual fiscal reports.

Internship, COOP and DCE courses are reported as part of a coherent sequence of Career Preparation program courses. A CTE program must report a Career Preparation course if reporting an Internship, COOP or DCE course. An Internship, COOP or DCE course cannot "stand alone" and will not generate funding without the supporting Career Preparation course.

COUNTY TYPE DISTRICT SCHOOL (CTDS) – County/Type/District/School code. The school number must be accurate to ensure data is correctly credited to your school. Contact the CTE Management Information Services Unit, (602) 542-5486 or (602) 542-5711, for school CTDS information.

COURSE CODE – The 8 digit CIP number associated with CTE courses. The numbers may be found in the CIP Codes and Titles list. In some cases, the 8th digit may be used by the district to designate course sequencing, using 0-9 as the 8th digit.

COURSE TITLE – The title for courses (8 digit number). The titles may be found in the CIP Codes and Titles list.

DISTRICT'S PLANNED SEQUENCE OF COURSES – The comprehensive coherent sequence of instruction designed to deliver the Career Preparation State-designated program standards for a CTE program. Local sequences are outlined in the district's application for Carl Perkins Basic Grant funds. The Carnegie Units/credits earned in these courses determine the students who achieve concentrator status.

DUPLICATED COUNT – One student may be enrolled and counted for data collection purposes in more than one course. Duplicated student count is used when completing Course Enrollment 40th and 100th Day Reports.

ENROLLMENT REPORTING – The 40/100-Day Enrollment Reports and Program Enrollment Reports provide essential information affecting program eligibility for Federal and State CTE funds. It is important that districts submit reports and verify the accuracy of the reported information by the deadline dates. These reporting and verification deadline dates are:

SY08-09 Enrollment Report Due Dates	
November 14, 2008	40th Day Course Enrollment Reports due to ADE
January 16, 2009	40th Day Course Enrollment Verification Reports due to ADE
March 06, 2009	100th Day Course Enrollment Reports due to ADE
April 10, 2009	100th Day Course Enrollment Verification Reports due to ADE
April 15, 2009	Program Enrollment Reports due to ADE
June 16, 2009	Program Enrollment Verification Reports due to ADE

ESSENTIAL ELEMENTS – In order to be eligible for State and Federal funding, an approved program must have the following essential elements:

- Delivers a coherent sequence of instruction
- Teaches all the State-designated program standards
- Specified on the current CTE Program List
- Taught by an appropriately certified teacher per CTE certification requirements
- Evaluates program performance annually and meets or exceeds established State Performance Measures
- Offers student work-based participation that involves actual work experience and connects classroom learning to work activities
- Requires student participation and Career Exploration for grades 7-9
- Requires Career & Technical Student Organization (CTSO) affiliation for all students appropriate for the programmatic area

EXEMPTION (REQUEST FOR) – The formal procedure to request, for one year, an exemption from one or more of the essential program requirements for an approved CTE program. (A copy of the Request for Exemption form can be seen on page 53 and at http://www.ade.az.gov/cte). Any program requesting an exemption must provide evidence-based information to support the exemption request. Evidence can include, but are not limited to, historical program performance outcomes or additional information showing the missing program requirement has been corrected or resolved. Exemptions can be submitted to Doug Deemer at doug.deemer@azed.gov. Exemption requests must be received within 30 days after receipt of the preliminary funding.

FIVE-STEP IMPROVEMENT PROCESS – A Federal program improvement process that supports improving the quality, relevance and use of research in evidence-based education. Also called the U.S. Department of Education Five-Step Process (http://www.edcountability.net/downloads/Improving_Peformance_A_Five-Step_Process_A_quick_Reference_Guide.pdf).

This is an alternative document ADE can use to evaluate career and technical education programs in review. The Five-Step Improvement Process is intended to assist in the development of the Accountability Plan (AP). It may also be used to assess programs that achieve the State adjusted levels of performance, in order to determine benchmarks, best practices and exemplary programs. It promotes a five-step process to achieve program improvement:

1. Document performance results
2. Identify root causes
3. Choose best solutions
4. Pilot test and evaluate solutions
5. Implement solutions
6.

INACTIVE PROGRAM – A program on the Program Profile Table that is no longer offered or fails to meet the essential elements outlined in the definition of an approved program. The Program Profile Table identifies programs with Inactive Dates that formerly participated in CTE accountability reporting, showing a historical record of school CTE programs.

Inactive Date	Explanation
4/1	District reported the program as replaced on a Notification of Intent (NOI) form filed on the date listed. The year submitted will always be included in the Inactive Date as 04, 05, 06, 07 etc.
4/16	District reported the program inactive on the Basic Grant State-directed objectives. The year submitted will always be included in the Inactive Date as 04, 05, 06, 07 etc.
6/30 or 7/1	*Any* Non April dates refer to ADE inactive decisions. The year submitted will always be included in the Inactive Date as 04, 05, 06, 07 etc.

INTERNSHIP – A CTE Internship is a method of work-based experience to connect classroom learning to work activities. It follows the sequence of courses in an approved CTE program. It provides students an opportunity to engage in learning through participation in a structured work experience that involves the application of previously developed CTE knowledge and skills. The internship must be directly related to the CTE program where the credits were earned and offers both paid and unpaid work experience.

CTE Internships **may** also have concurrent classroom learning based on CTE program standards, but it is not a requirement. Internships differ from cooperative education in that the latter requires classroom learning. CTE Internships are designed for students who are classified as seniors (12th grade) and at least 16 years of age. They require the teacher to have a valid CTE certificate in any program area. Additional information is available at: http://www.ade.az.gov/cte.

After students have completed a Carnegie Unit in a Career Preparation course, districts may report those students in CTE Internship course enrollment. Districts may not spend CTE funds on CTE Internship courses unless they are part of a CTE approved program sequence of courses offered annually. A CTE program must report another Career Preparation course, in addition to a CTE Internship course or the course does not generate funding. Those internship courses that are not part of an approved program of instruction are not funded and will receive an "Unapproved" status on the annual fiscal reports.

JOINT TECHNICAL EDUCATION DISTRICT (JTED) – A district that is formed to work in partnership with area high schools to deliver CTE programs.

LEAVE (LEFT) SECONDARY EDUCATION – Report as concentrators only those students who leave with the following codes:

2008 Leave Codes	
Codes	**Description**
E1, SE, SC. SA	Still in School
W3	Expelled
W4	Absence
W5, W12, W13, C, A	Dropout
W7, G	Graduated
W11	GED

G = Graduated: Student completed course of study requirements and passed AIMS

C = Completed course of study requirements; did not pass AIMS

A = Attended, did not complete course of study requirements or pass AIMS

SE, SC, SA = Still in School Status

Note: Students who reach concentrator status may be entered into the system with the designation "still enrolled," pending a withdrawal code to be assigned in the future. This allows programs to "store" records for students who have attained the status of concentrator prior to the year they leave school (Graduate, Drop out, etc.).

LOCAL ADJUSTED LEVELS OF PERFORMANCE –
Section 113(b)(4)(A) LOCAL ADJUSTED LEVELS OF PERFORMANCE FOR CORE INDICATORS OF PERFORMANCE.—
(i) IN GENERAL—Each eligible recipient shall agree to accept the State adjusted levels of performance established under paragraph (3) as local adjusted levels of performances or negotiate with the State to reach agreement on new local adjusted levels of performance, for each of the core indicators of performance described in subparagraphs (A) and (B) of paragraph (2) for career and technical education activities authorized under this title. The levels of performance established under this subparagraph shall, at a minimum— "(I) be expressed in a percentage or numerical form, consistent with the State levels of performance established under paragraph (3), so as to be objective, quantifiable and measurable; and "(II) require the eligible recipient to continually make progress toward improving the performance of career and technical education students.

A level for any Performance Measure which a district has the option to negotiate with ADE CTE if the district chooses not to accept the State Adjusted Level of Performance (SALP).

LOCAL EDUCATION AGENCY (LEA) – A board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district or political subdivision in a State or any other public educational institution or agency having administrative control and direction of a CTE program.

LOCAL PROGRAM ASSESSMENT GUIDE (LPAG) – The assessment instruments LEAs might use to evaluate CTE programs. To use this method access The Local Program Assessment Guide http://www.ade.az.gov/cte/DIG/LPAG010407.pdf.

MINUTES PER WEEK – Funding is based on a minimum of 225 minutes per week per course.

NOTIFICATION OF INTENT (NOI) – The CTE Section has developed a *Notification of Intent* form used to notify the CTE Section when districts intend to implement a new CTE program. This form allows CTE to provide technical assistance in implementing a quality program, assign a Birth Date and add the new program to the school's Program Profile Table. The form and instructions for submitting the form by January 1 each year are available at*:* http://www.ade.az.gov/cte. When a district submits an NOI, the approval may be pending meeting certain conditions or circumstances. A Birth Date will be entered into the Program Profile Table.

An NOI will only be required when a district plans to:

- Offer a new program or option
- Introduce an existing program that has gone two consecutive years without course enrollment or
- Offer a program that has been previously disapproved

An Active program is moved to the Non-Active list when an inactive date is assigned to the program. For example, when an Active program with good performance is identified as being *replaced* by a new program on an NOI form there are several implications:

- Program replaced is tagged as "Inactive" in April of the current year and it moves to the Non-Active list on the Program Profile Table
- District may submit concentrators who leave school in the current year
- District does not identify any offerings in inactive program CIP code in the BG application due in October the next fiscal year
- Placements may be reported for the previous year's concentrators
- District does not report enrollment for inactive program's CIP code in the next school year

If an active program fails to provide the essential elements annually, the program and its funding will be declared inactive by CTE. The program moves to the Non-Active list on the Program Profile Table. No further reporting is expected or accepted from that program.

In the event there is a question regarding the Program Profile Table, please email your question to Penny Legge, Accountability Specialist, email penny.legge@azed.gov.

NONTRADITIONAL PARTICIPATION – Enrollment in CTE programs for which individuals from one gender comprise less than 25 percent of the individuals employed in the workforce. CTE programs are designated as "nontraditional" based on the new and expanded 2006 versions of the Nontraditional Occupations and 2000 Classification of Instructional Programs Crosswalk prepared by the National Alliance for Partnerships in Equity (NAPE) published in June, 2007.

PERFORMANCE MEASURES – Set of measures based on Core Indicators identified in the Federal Perkins law and approved by SBE, to measure student outcomes.

PLACEMENT – A follow-up survey that is conducted on all high school CTE graduates that left school by June 30, 2008. Concentrators are surveyed for placement status between October 1, 2008 and December 31, 2008. Concentrator records are updated with placement information to the CTE Online System. (See PLACEMENT FUNDING, RELATED PLACEMENT. See SAMPLER PLACEMENT.)

PLACEMENT FUNDING – State funding to districts generated by CTE concentrators who have graduated. Their status will be verified by an appropriate survey response to ADE. Any of the following count for placement funding:

- Enrollment in related postsecondary education or advanced training
- Serving in active military duty in a related program
- Employment in a program related position

PROGRAM – Coherent sequence of instruction, which delivers a set of prescribed State standards attributed to a specified instructional program.

PROGRAM CIP (CLASSIFICATION OF INSTRUCTIONAL PROGRAMS) CODE – Six-digit code which identifies the CTE program. Program CIP codes are used on the Course and Program Enrollment Reports, Concentrator Reports and Placement Reports.

NEW!

PROGRAM CONCENTRATOR – A secondary student who has transcripted two (2) or more Carnegie Units/credits in a state-designated sequence in an approved Career and Technical Education program.

The Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook

PROGRAM EVALUATION – The systemic review of the worth or merit of a program.

- *Rubric for Exemplary Programs,* available at http://www.ade.az.gov/cte/DIG/ExemplaryProgramRubric.pdf
- *Local Program Assessment Guide,* available at http://www.ade.az.gov/cte/DIG/LPAG010407.pdf
- U.S. Department of Education *Program Improvement Five-Step Process,* available at www.edcountability.net/downloads/Improving_Peformance_A_Five-Step_Process_A_quick_Reference_Guide.pdf
- *Program Assessment Review*, http://www.ade.az.gov/cte/PerkinsAcct.asp
- Other assessment options may be used with approval from ADE

PROGRAM IN REVIEW (PIR) – An approved CTE program that does not meet the targeted level of performance in one or more of the Performance Measures. A PIR designated program must be identified and assigned an ADE-directed State objective designed to improve performance in the Federal Basic Grant during the current year. The objective will be very specific in order to facilitate improvement. A program becomes PIR for either of the following reasons:

- Failure to achieve 90 percent of the State Adjusted Level of Performance (SALP) for the identified Performance Measure
- Program has an ADE approved Local Adjusted Level of Performance (LALP). Section 113(b)(4)(A)(i)(II)and Section 134 (b)(2)

PROGRAM PROFILE TABLE – The Program Profile Table is an important tool that identifies active programs at each high school currently participating in CTE accountability reporting. Active programs are those expected to participate by reporting enrollment, concentrators and placements. Active programs have a birth date assigned and will always be included in any Performance Measures reports. Refer to page 17 for a more complete description.

Birth Date	Explanation
1/1/95	The Default Birth Date for a program that reported Performance Measures in 1999 and enrollment in 2000/2001
7/1/00	Birth Date for a program that reported enrollment for the first time in 2000/2001, before current Notification of Intent (NOI) process existed
4/1	Birth Date for a program that submitted a Notification of Intent (NOI) to begin reporting the following year. The year submitted will always be included in the Birth Date as 03, 04, 05, 06 etc.

The Program Profile Table also identifies Non-Active programs with Inactive Dates that formerly participated in CTE accountability reporting, showing a historical record of school CTE programs.

Inactive Date	Explanation
4/1	District reported the program as replaced on a Notification of Intent (NOI) form filed on the date listed. The year submitted will always be included in the Inactive Date as 03, 04, 05, 06 etc.
4/16	District reported the program inactive on the Basic Grant State-directed objectives. The year submitted will always be included in the Inactive Date as 03, 04, 05, 06 etc.
6/30 or 7/1	*Any* Non April dates refer to ADE inactive decisions. The year submitted will always be included in the Inactive Date as 03, 04, 05, 06 etc.

The Program Profile Table is available at http://www.ade.az.gov/PerfMeasures/splash.asp. Select the Program Profile option under the Administrative section.

PROGRAM TITLE – Title of the CTE Program listed as provided in April 2007 Secondary CTE Resource Handbook.

PROVISIONALLY APPROVED PROGRAM – A program may be provisionally approved for a variety of reasons. The essential elements determine this status. A provisionally approved program is eligible for State and Federal funding. A district is expected to address any provisionally approved program by including a State-directed objective in their Basic Grant. A program will receive a provisionally approved designation from ADE. Several possible factors are listed below:

- District applies for and receives a one year exemption from an essential element requirement. The program will be provisionally approved for one year.
- District fails to meet 90 percent of the State Adjusted Level of Performance (SALP) on any Performance Measure. The district will be placed on an Improvement Plan for up to three years and then the program(s) will become unapproved.
- District is operating on a Local Adjusted Level of Performance (LALP) for any performance measure. The district will be placed be on an Improvement Plan for up to three years and then the program(s) will become unapproved.

RACIAL AND ETHNIC CODES – Required information that identifies racial or ethnic groups for reporting purposes. Such information is required on enrollment, concentrator and placement reporting. Here are five codes:

- White non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa or the Middle East. Excludes persons of Hispanic origin.
- Black non-Hispanic: A person having origins in any of the black racial groups in Africa. Excludes persons of Hispanic origin.
- Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
- American Indian or Alaskan Native: A person having origins in any of the original people of North America and maintaining culture identification through tribal affiliation or community recognition.
- Asian or Pacific Islander: A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

RELATED PLACEMENT – A related placement is one that directly uses or builds on the Career Preparation standards acquired in the graduated concentrator student's high school CTE program. The placement may be in postsecondary education or training, employment or military service. A related placement for any concentrator earns funds paid from the State Block Grant. (See PLACEMENT FUNDING.)

SAIS NUMBER – ADE-generated identification number issued to each student enrolled in public education in the State of Arizona. Its purposes are consistent and accurate calculations of student counts, planning and policy analysis for ADE and support for academic achievement research.

SCHOOL OF ATTENDANCE – The school where the student participates in CTE courses. If the school of attendance is different from the school of residence, the courses a student takes should show as articulated in the Coherent Sequence of Courses and the Program Profile Table belonging to the school of residence.

SCHOOL OF RESIDENCE – The school that maintains the student's transcript. A student may attend CTE courses at the school of residence, if offered, or attend courses offsite. The school of residence has the SAIS reporting responsibility for this student.

SPECIAL POPULATIONS – Eligible categories of students who may receive services in order to succeed in Career and Technical Education courses and programs. Special Population categories should be reported based on documentation in the student's permanent record, A student may only be reported in one Special Population category. Report using the category most applicable to the student from this list of eligible groups:

Handicap/Disabled – A student with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102) as follows:

- A physical or mental impairment that substantially limits one or more of the major life activities of that individual
- A record of such an impairment; or being regarded as having such an impairment and
- Who requires assistance to succeed in his/her CTE program.

Includes those students evaluated under IDEA and determined to be in need of special education and related services and any individual considered disabled under Section 504 of the Rehabilitation Act of 1973.

Limited English Proficiency (LEP) – A student with Limited English Proficiency who requires assistance to succeed in his/her CTE program: a secondary school student, an adult or an out-of-school youth, who has limited ability in speaking, writing or understanding the English language and:

- Whose native language is not English or
- Who lives in a family or community environment in which a language other than English is the dominant language.

Economically Disadvantaged – A family or individual including foster children, whom the Local Education Agency identifies as low income (on the basis of uniform methods described in the State plan) and who requires financial assistance to succeed in Career and Technical Education. Examples of eligibility definitions include

- Annual income at or below the official poverty line
- Eligibility for free school lunch
- Eligibility for Aid to Families with Dependent Children or other public assistance programs and
- Eligibility for participation in programs assisted under Title I of the WIA

Single Parent – Any individual who requires assistance to succeed in his/her CTE program and who:

- Has custody and
- Responsibility for the support and care of one or more dependent children under the age of eighteen in the same residence

  Note: For eligibility purposes, a person who provides child support but no custodial care is not considered a single parent. Single pregnant women are eligible for services.

Migrant – Students of families who migrate to find work in the agricultural and fishing industries.

Nontraditional – A student enrolled in a Career and Technical Education program that has been identified as a nontraditional program for his or her gender. See attached list of nontraditional programs on page 11.

STANDARD – An educational "construct/concept" or abstraction derived from workplace tasks, knowledge, skills or ability requirements. State-designated Career Preparation standards are those published in CTE curriculum frameworks.

STANDARD ATTAINMENT – Successful, demonstrated achievement of a standard.

STATE ADJUSTED LEVEL OF PERFORMANCE (SALP) – An annually quantifiable and measurable indicator of performance negotiated between ADE and the Office of Vocational and Adult Education. All districts must accept the SALP or request a Local Adjusted Level of Performance (LALP).

STATE-DESIGNATED PROGRAM STANDARDS – The Career Exploration and Career Exploration standards published in CTE curriculum frameworks available from the CTE Section of ADE. The Career Preparation standards for each CTE program are used to document and calculate Career and Technical proficiency for Performance Measure 2S1 Technical Skill Attainment. Current standard information for all CTE programs is available at http://www.ade.az.gov/cte.

STATE BLOCK GRANT – The Arizona State appropriation to be used to promote improved student achievement by providing CTE programs with supplemental funding, which is linked both to numbers of pupils in such programs and to numbers of students with successful outcomes. The formula for the State Block Grant is 75% enrollment and 25% related placement.

SUFFICIENT SIZE, SCOPE AND QUALITY – Refers to district activities relating to program improvement. A district needs to support Career and Technical educational programs to provide services and activities that are of sufficient size, scope and quality to be effective.

TECH PREP – An educational program of study that combines at least two (2) years of a secondary Approved CTE Program, two years of postsecondary career education and contextual academic education at each level in a non-duplicative sequential course of study. An approved Tech Prep program of study will include documentation of articulation between secondary and postsecondary education agencies supervised by the Director of the approved local Consortium.

UNAPPROVED PROGRAM – Unapproved programs are not eligible for federal or State funding. A CTE program(s) may be unapproved for a variety of reasons:

- The district fails to submit Concentrator Reports by June 23 and Placement Surveys by the April 15th deadline
- The district is still missing one of the essential elements after the one year exemption has been granted

- The district does not conduct an annual program evaluation, implement an Accountability Plan or submit the results to ADE at the established deadline
- The district does not meet SALP or LALP and fails to implement an Improvement Plan, fails to make any improvement in meeting levels of performance or fails to meet 90 percent of the SALP or LALP for three consecutive years
- The district fails to submit accurate Course Enrollment Verification Reports or submit an accurate year-end unduplicated Program Enrollment Report by April 15
- The program at the school fails to report concentrators for three consecutive years.

UNDUPLICATED OCTOBER ENROLLMENT – The number of students enrolled on October 1 of the current school year.

UNDUPLICATED COUNT/ENROLLMENT – A student is counted only once, even if that student is enrolled in and reported as a concentrator in more than one program. Unduplicated student count is used on the Program Enrollment and Concentrator Reports.

UNDUPLICATED PROGRAM REPORTING – A student is counted only once in program enrollment. Unduplicated reporting is required on the year-end Program Enrollment Report, the federal Concentrator Reports and federal Placement Reports. It is now possible to enter duplicate concentrator or placement records as State records. Suggested guidelines for determining when to report a student who is enrolled in more than one program as a federal unduplicated record include:

- Reporting the student when they represent the minority gender in a nontraditional program
- Reporting the student based upon a declared career goal
- Reporting a student based upon the most credits achieved in a CTE program or
- Reporting a student based upon their latest CTE program credits achieved

VALID CONCENTRATOR RECORD – A program concentrator record that provides all of the required information and is supported by acceptable local documentation. Only valid federal concentrator records apply toward Performance Measures and placement funding.

VALID PLACEMENT SURVEY – A placement survey record that provides all of the required information and is supported by acceptable local documentation. Only valid surveys will apply toward Performance Measures and placement funding.

WORK-BASED LEARNING – A coherent sequence of job training and work experience that involves actual work experience and connects classroom learning to work activities. Additional information regarding work-based learning is available at http://www.ade.az.gov/cte.

Appendix

SY07-08 CTE PROGRAM LIST

Rank	CIP	2008 Programs
Emerging	51.1000	Biomedical Health Technologies
Emerging	15.0000	Engineering Sciences
1	51.1600	Nursing Services
2	52.0200	Business Management and Administrative Services
3	43.0200	Fire Science
4	51.0900	Diagnostic and Intervention Technologies
5	46.0300	Electrical and Power Transmission Technology
6	43.0100	Law, Public Safety and Security
7	47.0600	Automotive Technologies
8	47.0200	Heating/Air Conditioning Maintenance
9	52.0900	Hospitality Management
10	51.0600	Dental Assisting
11	52.1900	Design and Merchandising
12	01.0100	Agricultural Business Management- Agriscience
13	15.1300	Drafting and Design Technology
14	46.0500	Plumbing Services
15	15.1200	Information Technology
16	46.0200	Carpentry Technologies
17	49.0200	Heavy Equipment Operations
18	46.0400	Construction Technologies
19	15.0300	Electronic Technology
20	15.0600	Industrial Manufacturing
21	51.0800	Allied Health Services
22	51.1500	Mental and Social Health Services
23	48.0500	Welding Technology
24	47.0100	Telecommunications Maintenance and Installers
25	52.1800	Marketing, Management and Entrepreneurship
26	52.0300	Accounting and Related Services
27	52.0800	Financial Services
28	12.0500	Culinary Arts
29	13.1200	Education and Training: Education Professions
30	13.1210	Education and Training: Early Childhood Education
31	10.0200	Audiovisual Technology
32	12.0400	Cosmetology
33	50.0100	Performing Arts
34	51.3500	Therapeutic Massage
35	10.0300	Graphic Communications

Notification of Intent (NOI)

NOTIFICATION OF INTENT FOR COMPREHENSIVE HIGH SCHOOLS RECEIVING PERKINS AND STATE PRIORITY FUNDS
TO IMPLEMENT A NEW CAREER AND TECHNICAL EDUCATION PROGRAM—SCHOOL YEAR 2007-2008

Program Information

Contact Person: _____ Email: _____ Phone: _____

School: _____ District _____ CTDS: _____ Date: _____

Address: _____ City: _____ Zip: _____ Program Physical Location: _____

New Program Name: _____ CIP: _____ Option(s) Programs with Options must specify which option(s) will be taught (i.e. A, B, C, D):

Will this program replace an existing program? ☐ *Yes* ☐ *No* Non-Active Program Name: _____ Non-Active Program CIP: _____

Is this a JTED program? ☐ *Yes* ☐ *No* *If yes, the JTED will also need to submit a separate "NOI for JTED" form*

New Option for Existing Program? ☐ *Yes* ☐ *No* Program Name: _____ CIP: _____ New Option(s) (i.e. A, B, C, D):

Check the appropriate boxes, indicating the following items will be developed/integrated into the program for 2007-2008 School Year:

- ☐ Community assessment; data indicating opportunities for students for employment or continued training/education in this program.
- ☐ Administrators, Parents, Community and local Business and Industry are involved in the development and maintenance of this program.
- ☐ Sufficient enrollment, staff, equipment and facilities will be in place to implement this program. Required reports and data will be submitted.
- ☐ Program Standards are actively utilized in the coherent sequence of courses with including integration of Academic Standards.
- ☐ Students will be engaged in work-based learning experiences and/or activities.
- ☐ CTSO will be integrated (check the appropriate box): ☐ *DECA* ☐ *FBLA* ☐ *FCCLA* ☐ *FEA* ☐ *FFA* ☐ *HOSA* ☐ *SkillsUSA*

Planned Course Sequence

Courses listed below must deliver the entire set of state-designated program competencies:

Intended Grade Level	Course CIP per Handbook	Local Course Title	Implementation Date	Projected Enrollment	Physical location where course is taught (high school campus, com. college, etc)	Teacher Name	Appropriate VTE/ CTE Certification
Career Exploration (7-9)							☐ *Yes* ☐ *No*
Career Preparation (9)							☐ *Yes* ☐ *No*
Career Preparation (10)							☐ *Yes* ☐ *No*
Career Preparation (11)							☐ *Yes* ☐ *No*
Career Preparation (12)							☐ *Yes* ☐ *No*

Signature

Teacher / Department Chair: _____ Date: _____ School Principal: _____ Date: _____

Local CTE Director: _____ Date: _____ District Superintendent: _____ Date: _____

Please Submit One Form For Each New Program and Option at Each Site – No Later Than January 1, 2007 – Fax: 602-542-1849

***Please submit by deadline. If the school is unable to offer the program during the '07-'08 school year, please withdraw the NOI in the fall of 2007.**

CTE Exemption Request FY 07

Program Information			
Contact Person:		Phone:	Date: 05-30-07
School:	District:		CTDS:
Program Name: Drafting			CIP: 15.1300
Has this program ever received an exemption? ☒ *Yes* In: ☐ *FY 03* ☐ *FY 04* ☒ *FY 05* ☐ *FY 06* ☐ *No*			

Evidence to Support Request

Please identify, by checking the appropriate boxes, the exemption(s) requested for this program:

(May check more than one)	Evidence to Consider	Data Source
☐ Coherent Sequence		☐ Alignment Report
☒ Enrollment Size	The district has 4.44 average student enrollment for next school year. Our overall enrolment in the school is down; therefore, the CTE enrollment is sometimes affected by this. Feeder classes are still sufficient in numbers and may warrant concentrators and completers in 2007-08.	☒ FY 06-07 Course Enrollment ☒ FY 06-07 Program Enrollment
☐ Low Performance		☐ 1.1 Reading ☐ 1.2 Writing ☐ 1.3 CTE Proficiency ☐ 1.4 Math ☐ 2.1 Graduation ☐ 3.1 Placement
☐ Teacher Certification		☐ Certificate Copy
☐ Data Quality		☐ Data Quality Review Copy
☐ Notification of Intent		☐ NOI Form ☐ Correspondence to/from (Name) _____
☐ Other		☐ See Attached

Please submit one request per program to Doug.Deemer@azed.gov. Requests must be received within 10 working days after the date of the Preliminary Funding letter.

Certification Regarding Lobbying

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT Lillie Sly	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Associate Superintendent of Educational Services and Resources	
SIGNATURE	DATE

ED 80-0013

Approved by OMB

0348-0046

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action: a. contract ____ b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: a. bid/offer/ application _____ b. initial award c. post-award	3. Report Type: a. initial filing _____ b. material change For material change only: Year _____ quarter _____ Date of last report_____
4. Name and Address of Reporting Entity: ____ Prime _____ Sub-awardee Tier_____, if Known: Congressional District, if known:	5. If Reporting Entity in No. 4 is Sub-awardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, *if applicable*: _____	
7. Federal Action Number, *if known:*	9. Award Amount, *if known:* $	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):	b. Individuals Performing Services *(including address if different from No. 10a)* *(last name, first name, MI):*	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to	Signature: _____ Print Name:	

the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Title: Telephone No.: Date:
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or sub-award recipient. Identify the tier of the sub-awardee, e.g., the first sub-awardee of the prime is the 1st tier. Sub-awards include but are not limited to subcontracts, sub-grants and contract awards under grants.
5. If the organization filing the report in item 4 checks “Sub-awardee,” then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., “RFP-DE-90-001.”

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

    (b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

OMB Approval No. 0348-0040

Assurances: Non-Construction Programs

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. ƏƏ4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. ƏƏ1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. Ə794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. ƏƏ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) ƏƏ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. ƏƏ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. Ə 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. ∋∋1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. ∋∋276a to 276a-7), the Copeland Act (40 U.S.C. ∋276c and 18 U.S.C. ∋∋874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. ∋∋ 327-333), regarding labor standards for federally assisted construction sub-agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. ∋∋1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. ∋∋7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12 Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. ∋∋1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. ∋470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. ∋∋469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. ∋∋2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. ∋∋4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≅

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Lillie Sly	Associate Superintendent of Educational Services and Resources
APPLICANT ORGANIZATION	DATE SUBMITTED
Arizona Department of Education	

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Appendix AP

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. ∋∋1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
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SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Lillie Sly	Associate Superintendent of Educational Services and Resources
APPLICANT ORGANIZATION	DATE SUBMITTED
Arizona Department of Education	03/24/08

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Signed Assurances

4. Arizona assures that the eligible agency will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act which may be included as part of an audit of other Federal or State programs; Sec. 122(c)(11).

5. Arizona assures that none of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization; Sec. 122(c)(12).

6. Arizona assures that the eligible agency shall waive the application of paragraph (1) in any case in which the local educational agency--(A)(i) is located in a rural, sparsely populated area; or (ii) is a public charter school operating secondary school career and technical education programs; and (B) demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part Sec. 122(c)(2) WAIVER.

7. Arizona assures that except as provided in subsection (b), for each fiscal year for which an eligible agency receives assistance under this Act, the eligible agency shall provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year Sec. 323(a) General Rule.

8. Arizona assures that the Career and Technical Education section and all eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. The eligible recipients will provide an assurance through the local application that they are in compliance with section 317(a) [Sec. 317(a)].

9. Arizona assures, through the local application, that except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient Sec. 317(b)(1) Student Participation.

10. Arizona assures, through the local application, that an eligible recipient shall consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient described in paragraph (1) regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools Sec. 317(b)(2) CONSULTATION.

_____ Date _____
Superintendent of Public Instruction

_____ Date _____
President
State Board for Vocational Technological Education

Signed Assurances

4. Arizona assures that the eligible agency will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act which may be included as part of an audit of other Federal or State programs; Sec. 122(c)(11).

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Tom Horne Date 3-24-08
Superintendent of Public Instruction

Vicki Balentine Date 03-24-08
President
State Board for Vocational Technological Education