



Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007

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Career and Technical Education

**Consolidated Annual Report
(CAR) for FY 2014**

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*Submitted to:
U. S. Department of Education
Office of Vocational and Adult Education*





UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

March 24, 2015

Ms. Jeanne Roberts
Deputy Associate Superintendent
Career Technical Education/School Improvement
Arizona Department of Education
1535 West Jefferson Street, Bin 42
Phoenix, Arizona 85007

Dear Ms. Roberts:

We are pleased to inform you that the Division of Academic and Technical Education (DATE) has reviewed and approved your state's December 31, 2014, Consolidated Annual Report (CAR) submission pursuant to the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) (OMB Control Number 1830-0569). The report includes your narrative summary, fiscal status report and accountability data for Program Year (PY) 2013-14—the seventh program year under the Perkins IV legislation.

DATE staff reviewed state's CAR submissions from January 5 – March 20, 2015. The review team for your state's submission included your Program Administration Liaison (PAL), Regional Accountability Specialist (RAS) and College and Career Transitions Branch (CCTB) liaison. The review criteria were:

- Completeness of the report (i.e., whether the state addressed all the required report elements).
- Compliance with the Perkins IV legislation (i.e., whether the state undertook activities that were consistent with the intent and provisions of Perkins IV).
- Accuracy and completeness of accountability data (i.e., whether the state met its requirements for annual performance reporting under Perkins IV).

On behalf of the entire Division, thank you for taking the time and effort to develop and submit your CAR report. The information you provided will be valuable to us as we review your state plan revisions, budgets, and performance levels for your Fiscal Year (FY) 2015 Perkins IV grant award, the first installment for which will be issued on July 1, 2015.

If you have questions about the outcome of your state's CAR review, please feel free to contact your Perkins PAL or RAS.

Sincerely,

Sharon Lee Miller
Director, Division of Academic and Technical Education

Cover Page

1. Recipient Organization

Organization Name:	Arizona Department of Education	City:	Phoenix
Address 1:	1535 W Jefferson St	State:	AZ
Address 2:	0	ZipCode:	85007

2. Period covered by this report:

Start Date:	7/1/2013
End Date:	6/30/2014

3. PR/Award Numbers:

Title I Basic Grant to States:	V048A130003
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4. Remarks

5. Lead individuals completing this report:

Individual responsible for the narrative performance information	Nicole Clapeck
Individual responsible for the financial status reports	Nancy R. Schmidt
Individual responsible for the performance data	Nicole Clapeck
Lead individual who may be contacted to answer questions	Jeanne Roberts

Consolidated Annual Report, Program Year 2013 - 2014

Arizona

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

The Arizona Skill Standards Assessment System originated in 2007 in response to state and federal legislation requiring students to pass an end-of-program assessment leading to industry certification. Since its inception, this assessment system has become a secure, reliable, online test application owned by the State of Arizona and housed in the Arizona Department of Education (ADE). School districts and community colleges access the system on the ADE CTE website to register students for the assessments, conduct assessments, and access summary reports. Assessment results are also used for state and federal reporting purposes.

The end-of-program assessments are designed for CTE students who are in their final Carnegie Unit of the state-designated sequence of courses for a program. Each assessment is approximately 100 multiple-choice items aligned with program technical standards. Students have two opportunities to take the test. The Practice Assessment Window allows for the piloting of new items and helps teachers identify program areas for improvement. The Final End-of-Program Assessment Window provides students with transcripts and certificates based on meeting the established pass score requirements.

Each CTE program is given a pass score based on the newness of the program technical standards, status of program implementation, number of students being assessed, and status and history of the test items. This evidence-based practice is the outcome of professional, informed judgment regarding what level of test-taker competence constitutes mastery and requires regular monitoring to ensure alignment with stakeholder objectives. Pass scores are reviewed annually by a committee representing such areas as administration, instructional design, curriculum development, staff development, and career services. In spring 2014, 22,534 secondary students and 74 postsecondary students took the assessments. The students who met or exceeded the program assessment pass score received certifications and transcripts endorsed by the Arizona Career and Technical Education Quality Commission, formerly the Arizona Skill Standards Commission. The Commission is a private-sector driven body that coordinates and advocates for initiatives relating to CTE at the secondary and postsecondary levels in partnership with ADE CTE.

Arizona businesses and industries contribute to the success of the Arizona Skill Standards Assessment System through their service on Technical Standards Validation Committees. Technical standards are knowledge and skill statements about practices and processes used in design, manufacture, installation, and engagement of a material, product, or assembly, as well as practices and processes related to development, management, and provision of services. Technical standards represent the entry-level performance of work in a job or occupation.

Without industry-validated technical standards, assessments cannot be created and teachers are without a framework around which to base occupational instruction. CTE program standards are aligned with nationally recognized standards when available and appropriate. During 2013-2014, nearly 90 industry representatives were involved in developing and/or updating and validating standards for these CTE programs: Advanced Construction Technologies, Air Transportation, Cabinetmaking, Carpentry, Automotive Collision Repair, Emergency Medical Services, Laboratory Assisting, Medical Assisting Services, Pharmacy Support Services, Sports Medicine and Rehabilitation Services, and Accounting and Related Services.

Ongoing opportunities involve CTE teachers in the development and analysis of assessment items. Committees comprised of secondary and postsecondary teachers as content experts convene on Super Saturdays and at Teacher Institutes. During 2013-2014, teacher committees involving nearly 300 educators convened on Super Saturdays in January, April, and/or May to develop items for the first time, to analyze assessment results and improve assessment items, and/or to realign current items to newly updated standards for these programs: Accounting and Related Services, Advanced Construction Technologies, Agribusiness Systems, Animal Systems, Automotive Collision Repair, Cabinetmaking, Digital Photography, Digital Printing, Emergency Medical Services, Graphic/Web Design, Journalism, Laboratory Assisting, Medical Assisting Services, Natural Renewable Resources Systems, Pharmacy Support Services, Plant Systems, and Sports Medicine and Rehabilitation Services. Teachers will meet in July at the Teacher Institute to continue this process with additional programs. A time for teachers to experience taking the assessments is also being planned for September.

Finally, all assessment work is housed in the Assessment Management System, a secure system accessed on the internet requiring an approved login and password. This relational database is designed to ensure that each assessment component is recorded in one place so that insertions, updates, and deletions maintain consistency. The physical design is driven by performance requirements with features that include linked files for each CTE program which enable access to such reports as Item Review, Item Count Worksheet, Blooms Overview, Item Analysis, and Assessment Statistics. To develop criterion-referenced assessments that contain valid and reliable items in each program area, staff relies on aggregated student performance on assessment items that is then analyzed by teacher committees. Entering new and updated standards/measurement criteria and new and edited items into the system is an ongoing—albeit methodical and intentional—process. There are currently 52 end-of-program assessment item banks housed in the Assessment Management System totaling more than 11,000 assessment items.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

ADE CTE collaborates with and supports IT programming staff to develop and enhance the CTE Secondary Online System for reporting disaggregated CTE information by the Local Educational Agencies (LEAs). This online system collects data and generates reports used to analyze secondary academic and employment outcomes.

Consolidated Annual Report, Program Year 2013 - 2014 Arizona

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Arizona provided various services during 2013-2014 using Perkins Leadership funds throughout the state to improve CTE programs and to benefit CTE students, including special populations. To meet Perkins requirements, those programs encompassing high skill, high demand and high wage occupations continue to direct the list of state-approved CTE programs offered throughout Arizona. To determine these high skill, high demand, and high wage programs, Arizona continues to utilize ONET data and analysis as in prior years.

To assess the quality and student success in CTE programs, Arizona CTE continues to implement and improve/refine an online Performance Measures System for collecting and reporting all CTE program data to address Perkins requirements. The accountability/data system is developed and implemented utilizing Perkins Leadership funds as overseen by Arizona CTE staff. During the 2013-2014 school year the data collection system was expanded to collect data regarding academic credit earned through CTE programs and industry-recognized certifications earned by CTE students. This initiative has a positive impact on the improvement of Arizona's CTE programs. The data is available in a variety of reports that address performance measure attainment by CTE program, school, and LEA. The data is also available by each of the subgroups identified in the law. These reports are used by state staff to determine program approval status. They are also used to identify student subgroups, programs, and LEAs that need technical assistance in developing their local Improvement Plan as required in the law. And finally, the performance measures reports are used by LEAs to develop objectives supported by Perkins funds in their Perkins Grant Application.

Arizona has continued to use Perkins Leadership funds for assessment item development, analysis, and improvement in 52 CTE programs. LEAs are expected to assess their eligible students in the Arizona CTE Online Assessment System. After students complete their CTE practice assessment, individual and classroom results are immediately available to CTE teachers and students. These results serve as a tool to improve instruction and delivery of CTE program standards. Disaggregated reports are available at several levels: student subgroups, program, high school site, district, and Joint Technical Education District (JTED) level for use by state and local staff to assess for necessary program improvement.

Additionally, the state expended Perkins Leadership funds to support onsite visits and CTE program reviews, including program approval and technical assistance visits, in some cases targeting at-risk LEAs. Technical assistance focused on strategies to assist special populations, monitoring functions to assist with Perkins requirements and to further direct program approval, evaluation, and improvement.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Eligible agencies may use Carl D. Perkins funds to expand technologies appropriate for that specific occupational area, as well as increasing the use of technology in the delivery of 71 programs on the CTE Program List. The Arizona 2013 Career and Technical Education/Association for Career and Technical Education (CTE/ACTE) Conference offered sessions for CTE teachers to improve their skills in the use of technology. Sessions focused on the use of instructional technologies and social networking tools, as well as, occupationally specific software and programs to keep teachers current with industry trends. The sessions were conducted in three interactive, hands-on computer labs consisting of 30 computer stations each. These labs offered a variety of professional development opportunities in program areas related to the effective use of technology in the CTE classroom.

Industry Validated Standards and Technical Skill Assessments for four technology based CTE programs were developed in the area of communications media. The programs are: Digital Printing, Film & TV, Graphic/Web Design, and Journalism.

In partnership with the Maricopa County Community College District's National Center for Teacher Education, ADE CTE is a participant in the Student and Teacher Technology Transformation Teams (ST4) grant. The ST4 grant is an NSF funded project for increasing the ability of secondary Science, Technology, Engineering, and Mathematics (STEM) teachers and students to collaboratively learn and apply STEM skills using Information and Communications Technology (ICT). The goals of the grant are to: (1) improve learning effectiveness and collaborative skills of teachers and students in STEM programs via ICT training and design-based learning and (2) expand, disseminate, and sustain the ST4 Training Model, curriculum, and positive impacts in CTE programs in Arizona and nationwide.

Four CTE programs were targeted to participate: Agriscience, Bioscience, Engineering, and Information Technology. As a result of this ST4 grant, 40 CTE teachers and 200 student leaders in the four STEM related programs receive direct training and implement ICT and design-based collaborative learning in STEM-related CTE courses that serve over 1,000 students. The teacher/student teams continue training sessions that began May 2012 and will conclude on September 30, 2014. Sessions are comprised of two in person training sessions annually and quarterly online training sessions with continuous technical assistance.

ADE CTE, in partnership with the University of Arizona (UA), continues to expand the Arizona CTE Online Assessment System. CTE Technical Skill Assessments are administered twice annually to CTE students completing the final course of a CTE program. Two webinars were provided using the CTE Assessment System Administration Guide to train CTE and LEA personnel in the implementation and use of the Arizona CTE Online Assessment System. CTE teachers were able to experience taking the online assessment for their program area at the 2013 CTE/ACTE Conference.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

CTE Student Organizations (eight) provided support by partnering with the CTE Program Specialists to identify and deliver professional development throughout the year. Additional professional development activities were executed with partnerships through Interagency Service Agreements with UA/Workforce Education Development Office (WEDO) for the Summer Institute that provided opportunity for CTE teachers to expand skills in developing and evaluating formative and summative assessments. Community colleges, private schools, and industry settings provided additional support and resources in partnership with Arizona CTE. Topics offered focused on curriculum enhancement and development such as Effective Classroom Management, Animal Nutrition, Water Reclamation Sustainability, Bioengineering, and Software Development through Game Design. Professional development opportunities were provided that focused on building industry and community partnerships through events and sessions such as the Educator Retreat, Ethics in Education, Building a Better Classroom, and Workplace Employability Skills. Efforts to enhance technical skills assessment development and evaluation were made through professional development opportunities such as Super Saturdays, Summer Institutes, and programmatic assessment development sessions. Topics related to career guidance and counseling, academic integration, and expanding the use of technology were provided through ongoing sessions focused on Programs of Study, Math-In-CTE, Higher Order Thinking in Math, Arizona Career Information System (AzCIS), and ST4 Grant training. The topics listed are only a representative sample, a complete list of professional development offerings and participation data is available upon request. Strategies were used to provide sustainability and follow-up for teachers, administrators, and career/academic guidance counselors for the purpose of increasing student achievement by improving instruction and assessment.

Examples of strategies included classroom-focused practice and performance, collaborative work evaluations, and revisions and support for small learning communities offered online. Attending industry conferences and viewing work environments were utilized as a strategy for industry updating program instructors as well as strengthening business partnerships.

ADE CTE and Career and Technical Student Organizations (CTSOs) collaborated to sponsor the Arizona CTE/ACTE 2013 Summer Conference to support the mission/vision of CTE in Arizona as well as provide a venue for continuous professional development. The 2013 annual conference was attended by 1,088 professionals representing education, business and industry, and government participating in 263 sessions.

ADE CTE and the Arizona School Counselors Association (AzSCA) collaborated to provide a relevant, consistent career guidance and counseling strand at the annual CTE/ACTE Conference. The sessions were designed to support the mission/vision of CTE in Arizona as well as to provide strategies and resources for advising Arizona students in career and college readiness.

ADE CTE offered Arizona Career Information System (AzCIS) training and technical assistance support by offering workshop-trainings, presented at a variety of conference sessions, and on-site technical support training including site trainings for the Joint Technical Education Districts (JTEDs) and their member districts. Participants were instructed in ways to guide students in assimilating current career and educational information; how to deliver classroom career lessons or activities; and use of the various assessment tools.

Postsecondary constituents were provided expanded opportunities for professional development during the Arizona CTE/ACTE Summer Conference. Additionally, ADE CTE was an active participant with professional development activities during the Arizona Occupational Administrators Council (AOAC) Annual Conference and the Arizona Association for Institutional Research (AzAIR) Conference.

During the Arizona CTE/ACTE Summer Conference, postsecondary participants received detailed information and strategies in the following areas:

- * Strengthening relationships between high school and community college CTE programs including faculty collaboration, college transition, and programs of study.
- * Student transitions from secondary to postsecondary through the successful implementation of programs of study.
- * Overview of the statewide energy consortium for new programs through the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant.
- * Regulations in gainful employment that will impact CTE programs at the postsecondary level.
- * Perkins postsecondary grant requirements and updates for the upcoming year by the ADE CTE Postsecondary Specialist.

During the AOAC Annual Conference and AzAIR Annual Conference, professional development activities included a series of topics covering:

- * Implementation of the Integrated Postsecondary Education Data Systems (IPEDS).
- * Integration of Student Teacher Connection using postsecondary data to provide information on how students are successful in postsecondary education.
- * Overview of the Statewide Longitudinal Data System (SLDS) and how the project is progressing to integrate student and assessment data across the many educational systems in Arizona, including community colleges.
- * Participation in Programs of Study Consortium activities with federal Perkins funds designated to support activities.
- * Successful components of a program of study and dual credit requirements.
- * Annual reporting requirements including data reporting of performance measures, levels of performance, and development of improvement plans.
- * CTE assessments and availability for postsecondary concentrators.
- * Perkins funding updates, reporting guidelines and use of funds to impact the most students.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

During 2013-2014, utilizing \$60,000 of Perkins Leadership funds, Arizona continued to support preparation for CTE students in nontraditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage and high demand occupations. As in the past seven years, this funding supported the partnership with the Southwest Institute for Research on Women (SIROW) at the University of Arizona on the Nontraditional Recruitment and Retention Program under the name of Project CHANGE (Career, Harassment, And Nontraditional Gender Education) to secondary schools and educators throughout the State of Arizona.

This investment provided gender equity and nontraditional career education workshops, training, and classes statewide, through:

- * Providing information to educators and students, including special populations, that will increase enrollment and retention in CTE courses that lead to nontraditional careers in high skill, high wage, and high demand occupations;
- * Providing nontraditional CTE professional development opportunities and resources to secondary educators throughout Arizona; and
- * Coordinating nontraditional events with other known and respected entities that provide opportunities for students in middle school through high school to participate in nontraditional CTE and academic experiences.

Pedagogical techniques of these services included:

- 1) Administration of in-person nontraditional CTE recruitment and retention seminars and workshops;
- 2) Administration of two nontraditional online distance learning courses (Nontraditional Careers 101 for Educators and Nontraditional Careers 102 for Educators.); and
- 3) Administration of in-person Sexual Harassment, Nontraditional Careers, Cyberbullying, and CTE Awareness seminars and workshops.

Services and funding were directed to support performance measures attainment for nontraditional participation and retention/completion. Those LEAs and programs not meeting nontraditional performance measures were targeted; additional LEAs/programs were served as well, including programs supporting current and emerging professions of high skill, high wage, and high demand occupations.

SIROW program staff facilitated more than 346 presentations to 15,490 students on CTE awareness including nontraditional CTE courses, gender and nontraditional careers, sexual harassment and cyberbullying. They conducted 15 workshops to 245 faculty/staff that focused on recruitment and retention techniques for nontraditional students in CTE, sexual harassment awareness/prevention and cyberbullying awareness/prevention. Project CHANGE worked with 44 different Arizona schools including two community colleges throughout the project. More than 400 Arizona schools were contacted and given the opportunity to use services provided and extensive outreach methods were used to contact those underperforming LEAs/programs. Because Arizona special populations students are mainstreamed into all CTE programs, all students including special populations have benefited from these services and are provided appropriate accommodations to help insure success.

SIROW program staff attended eight state-wide conferences over the fiscal year including several Career and Technical Student Organization conferences, CTE Administrators' meetings, ACTEAZ Mid-Winter and CTE/ACTE Summer Conferences providing workshops on various topics related to the nontraditional project. In addition to secondary schools, partnerships with other educational programs were expanded to include PROGRESS, programs at multiple community college campuses, Funds for Civility, Tucson Unified School District "Suspended Education" program, and Upward Bound programs. These helped to expand the reach of services and included specific programs for at-risk students, thereby serving additional special populations. Staff also participated in the Women in Science and Engineering (WISE) high school mentoring program and 2014 Expanding Your Horizons Conference for middle and high school girls at the University of Arizona. Over 350 girls participated in the event which allowed girls to try hands-on experiences in fields where females are underrepresented.

SIROW staff provided the opportunity for Arizona educators to participate in two online courses for professional development hours: initially, Nontraditional Careers 101 for Educators for 10 professional development hours and Nontraditional Careers 102 for Educators for 20 professional development hours. Additionally, educators who completed, or will complete, either online course had the opportunity to receive Continuing Education Units through the University of Arizona. This year a total of only two educators participated in this aspect of the project which represents a continued decline from previous fiscal years. Previous enrollees in the online courses continue to utilize the constantly updated resources, such as class materials even after completion.

The Project CHANGE partnership with ADE CTE has demonstrated continuous commitment to provide Arizona CTE students, including special populations, and educators with successful outreach and strategies for providing preparation for nontraditional fields leading to high skill, high wage occupations.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Arizona's state-approved program list reflects only CTE program offerings which incorporate high skill, high wage, and high demand occupations, per Perkins requirements. This program list is determined by analyzing Arizona's labor market data, while incorporating academic and technical skill requirements, as well.

In Arizona, special populations students continue to be mainstreamed into all CTE programs. All CTE students, including special populations are afforded access, opportunities, and support for success in these programs which lead to high skill, high wage, and high demand occupations. Through Perkins funds, ADE CTE has provided leadership and technical assistance to LEAs to ensure that accommodations are provided to special populations through the IEP and other vehicles as appropriate to help ensure success in achieving the most rigorous outcomes possible. Special populations students, along with non-special populations, participate in the online technical skills assessments utilizing accommodations as appropriate, such as extended time, quiet testing area, readers or Braille adaptation, as directed by the student's IEP. Assessment performance results are analyzed to determine strengths and weaknesses in the student's attainment. Teaching strategies and lesson plans are modified as necessary to improve student attainment specifically focusing on special populations students.

The Program Assurances Monitoring Data for FY2014 was captured through the online Grants Management System in the FY2015 Perkins application. For each program assurance, the LEA must report participation and success of CTE special populations attainment each year, which includes students with disabilities and male/female participation. Through the program assurances monitoring the level of student success data, non-special populations' concentrator rates are compared to special populations' concentrator rates. If special populations attainment results are low or disproportionate compared to non-special populations attainment results, LEAs must create a plan to identify, analyze, remedy and improve services and success for special populations to meet/exceed the SALP and prepare them for high skill, high wage, or high demand careers. Other reporting instruments are utilized as well, such as mid-year and final narrative reports and Program Improvement Plans for LEAs not meeting 90% of the SALP. Additionally, per Perkins requirements, the LEA Annual Program Evaluation (APE) process must include representatives of special populations in order to help ensure the success of special populations in CTE programs.

Additional relevant activities supported by statewide Leadership dollars are: Data collection and reporting; training workshops and other professional development activities; ongoing technical assistance provided to LEAs by staff to address such topics as Program Improvement Plans for those programs not meeting Performance Measures, CTE Program Monitoring, Nontraditional Participation and Retention, Classroom Management, Academic Integration in CTE, Using CTE Assessment Results to Drive Instruction, and Transition Services; and others. This type of support helps to facilitate success for all Arizona CTE students, including special populations, in programs that lead to high skill, high wage, and high demand occupations.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

State Leadership funds continued to support ongoing technical assistance throughout Arizona. ADE staff provided technical assistance and training through various delivery strategies such as individual, group workshops, regional small groups, statewide meetings, and conference calls/webinars to CTE teachers, related academic teachers, administrators, counselors, and other appropriate personnel.

The technical assistance and training activities focused on informing, updating, and addressing/resolving various CTE issues. Technical assistance and training topics ranged as follows:

- * Fiscal Management staff - financial and management and information systems, such as enrollment, concentrator and participant reporting.
- * Career and Technical Student Organization (CTSO) staff - conferences, new teacher training, advisor training, officer training, and specific CTSO organization and program issues.
- * Accountability staff - data quality and analysis, including online technical assessments, technical skill attainment, program evaluation and improvement, and postsecondary articulation.
- * Grants Program Specialist staff - federal Perkins grant application, required components and implementation including coherent sequence of instruction and Programs of Study, and on-site civil rights compliance review orientation.
- * Program Specialist staff - specific program direction for all 71 programs, program monitoring and improvement, professional development, and career and guidance counseling.

CTE also provides statewide technical assistance to improve LEA participation in the online Enrollment System and the Performance Measures System. CTE continues to foster the use of technology for accurate and timely data reporting. Training sessions were conducted across the state, during the Arizona CTE/ACTE Conference as well as special training sessions held regionally and at individual districts. The intent of these sessions was to provide technical assistance in all aspects of electronic enrollment reporting for eligible recipients regarding funding and performance measures and to introduce new reporting systems.

The Grants Program Specialist team provided five technical assistance training workshops throughout the state for all LEA CTE Administrators on grant development, fiscal requirements, Programs of Study, coherent sequence, and grant approval process. The purpose of the training was to provide LEAs with the necessary tools and resources to meet the requirements of Perkins and to ensure funds are received by the district in a timely manner.

In addition, Arizona CTE staff provided technical assistance to the LEAs that did not meet the State Adjusted Level of Performance (SALP), to develop an improvement plan to improve performance measures attainment.

Webinars were conducted to provide technical assistance on grant development, technical skills assessments, and overall CTE topics/issues. Training also provided information on accessing reports on student attainment of technical skills. These reports are available at the student, program, high school, LEA or JTED level and can be disaggregated accordingly for various accountability requirements and adaptation of teaching strategies/content.

At the postsecondary level, during 2013-2014, ADE CTE conducted one on-site monitoring visit with a community college. The college provided a CTE overview and tour of program facilities. The main focus of the visit was to conduct a fiscal monitoring and inventory control oversight. Technical assistance was provided in the following areas:

- * Review and advice about acceptable expenditures of federal Perkins grant money.
- * Review of performance measures definitions with expectations for the future.
- * Review of performance measures summary charts showing data from the past four years.
- * Review of individual college performance data and creation of improvement plans for any not meeting 90% of the State Adjusted Level of Performance.
- * Analysis of successful strategies that have been implemented to improve performance measures.

Additional technical assistance was provided during the ADE CTE Administrators' meetings held throughout 2013-2014 for secondary and postsecondary levels. Technical assistance was provided to postsecondary attendees in the following areas:

- * Secondary and postsecondary collaborative initiatives in developing Programs of Study and consortium activities.
- * Providing accurate and timely data to assist in preparing the Consolidated Annual Report.
- * Strategies to improve data reporting for performance measures.
- * Certification and Licensure: Identifying initiatives to encourage student's reporting of industry credentials.
- * Third party and community college certifications and credentialing.
- * Best practices for improvement plans, improvement plan requirements and development of successful strategies.
- * Concurrent/Dual Enrollment and collaboration with the JTEDs including clock hours vs. Carnegie units, seat time guidelines, and granting of credits.
- * Strategies to improve nontraditional participation and completion and recruitment and retention of special populations students in CTE programs.

The Arizona 2013 Annual CTE Summer Conference in partnership with Arizona ACTE, provided one week of professional development/technical assistance opportunities for 1,088 CTE educators, administrators, and stakeholders. Two hundred sixty-three sessions were conducted, focusing on topics such as Perkins funding and requirements, data collection/reporting, College and Career Ready Standards, trade show/expo, technology, CTSOs, strands addressing each program area, administration, Programs of Study, interdisciplinary, and postsecondary. Nationally known speaker Dr. Ray McNulty, inspired attendees with a call for a common vision and a focus on "Where Best Practices Meet Next Practices."

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

175024.55

Number of students participating in Perkins CTE programs in state correctional institutions:

1090

Describe the CTE services and activities carried out in state correctional institutions.

The Arizona Department of Juvenile Corrections in cooperation with ADE CTE developed a local plan and application goals appropriate for the population and setting to include the following CTE services and activities:

- * CTE programs: The focus of the project during this fiscal year was on Construction, Automotive Technologies, Culinary Arts, Cosmetology, and enhancing the interactive technologies in the CTE classroom.
- * School to Work Transition program guides students in career exploration to identify job preferences, job readiness, and social skills. Additionally, transition services teach students financial skills that are needed to successfully seek employment after release from secure care.
- * Fully certified CTE teachers are utilized.
- * Professional development opportunities on Arizona College and Career Ready Standards, assessment development techniques, lesson planning, differential instruction, and multiple assessment strategies for special needs and ELL students.
- * Employment of Literacy Coach to work with teachers on integrating, Arizona College and Career Ready Standards and accommodations along with curriculum alignment. The Literacy Coach also provided career opportunities and partnerships via ITV to students in secure care.
- * Collaboration between CTE teachers and core academic teachers to create cross curriculum opportunities.
- * Incorporation of new technology into existing CTE classes to allow students to be more employable and to earn mastery certificates for their portfolio.
- * Student participation in career related furloughs and career fairs.
- * Use of outside resources to introduce students to career possibilities, apprenticeship programs, and external job training options. Students submit projects to outside entities for evaluation of skill level.
- * Provided tutoring and accommodations through the use of assistive technology for students with special needs to master academic performance objectives in all CTE classes. Full inclusion model is practiced using specific services and accommodations for special populations, following the students' Individualized Education Plans (IEPs).
- * To address transition and nontraditional issues, guest speakers, and other career awareness and transition activities, including distance learning, are provided.
- * Postsecondary partnerships have been developed to support CTE Programs of Study. Students have the opportunity to earn advanced credits in designated CTE classes and take accredited exams through the link to postsecondary education. Students receive credits and/or certifications through online courses, or if applicable, furloughs.

* Career counselors receive ongoing training to work with all students to assist with career and post high school planning including CTE courses.

* Students participate in career planning opportunities using AzCIS and other Arizona designed resources to create their personal Education Career Action Plan (ECAP) graduation portfolio.

* Performance highlights include 175 GEDs and 48 high school diplomas awarded.

* Approximately 241 students have Individualized Education Plans and 8 students are participating in the English Language Learner program.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

49567.45

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

0

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

Perkins funds (\$49,567.45) were allocated to the Arizona School for the Deaf and Blind (ASDB) and a local plan and objectives were developed in cooperation with ADE CTE. Initially, when the local plan was developed, the focus was on the development of the Culinary Arts program. During the fiscal year, there was a complete change in administration at ASDB and the goals relative to the development of the Culinary Arts program were never implemented. With the new administration, the mission changed and it was determined that this particular program was too expensive to meet the needs of the students.

Although ADE has provided technical assistance to the LEA, the local project plan was never implemented and the funds were not expended during the 15-month project. ADE is working closely with LEA staff to develop a plan to benefit more students with limited resources for the 2014-2015 school year. Specific services and activities will be included in the 2014-2015 Consolidated Annual Report.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

Arizona public charter schools are eligible for the same resources and services to support CTE as non-charter public schools. During 2013-2014, three public charter schools participated in the federal Perkins Grant process offering a variety of CTE programs. Charter school teachers, guidance counselors, and staff received the same technical assistance and professional development opportunities as non-charter public schools.

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

No

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

Consolidated Annual Report, Program Year 2013 - 2014 Arizona

Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

The 2014-2015 school year will require full implementation of Arizona's College and Career Ready Standards (Common Core) at all grade levels. Arizona's College and Career Ready Standards and academic course assessments are deemed to be critical to Arizona's economic development. CTE is seen as an avenue for delivery of College and Career Ready Standards. CTE program specialists participated in internal professional development focused on the College and Career Ready Standards in mathematics and language arts.

Due to the increased academic expectations, ADE CTE, in collaboration with U of A, provided training for CTE and math teacher-teams to continue the task of crosswalking the Arizona's College and Career Ready Standards in mathematics that could be taught supporting the CTE Standards/Measurement Criteria within a CTE program. Two additional CTE programs were analyzed in FY2014 for embedded Arizona College and Career Standards in mathematics. The CTE programs are: Architectural Drafting and Mechanical Drafting. Thirteen CTE programs have been analyzed for embedded Arizona College and Career Ready Standards in mathematics to date. CTE and math teacher-teams were paid stipends to complete their work on the crosswalk and the problems/projects for the designated CTE programs. As a result of these activities, eight CTE programs have been reviewed by the K-12 Academic Standards Unit and approved by the Arizona State Board of Career and Technical Education as eligible for local governing boards to grant a fourth credit in mathematics to students completing the program sequence. The programs are:

- * Architectural Drafting
- * Engineering Science
- * Automotive Technologies
- * Mechanical Drafting
- * Business Management and Administrative Services
- * Software Development
- * Construction Technologies
- * Welding Technologies

Arizona CTE used Leadership funds to continue to expand and build LEA capacity to provide professional development implementing Arizona's College and Career Ready Standards in mathematics using the National Research Center for Career and Technical Education (NRCCTE) Math-in-CTE Model. This process of academic integration into curriculum and teaching practices for CTE programs has been shown to have a significant positive impact on student learning in mathematics with no loss to CTE area content. Increasing CTE students' mathematical performance was evidenced in a 2005 NRCCTE study. During FY2014 an additional Math-in-CTE cohort was formed for Welding Technologies instructors.

In order to provide sustained, ongoing professional learning, support continued during FY2014 for Math-in-CTE cohorts that formed during previous years. Math-in-CTE cohorts currently exist for Agribusiness, Automotive Technologies, Business and Marketing, Culinary Arts, Construction Technologies, Hospitality Management and Welding Technologies.

One of the goals for the NRCCTE is to assist states in building capacity to provide the facilitation and expansion of these communities of practice using teacher-teams that have completed the process. All of the above listed projects were facilitated with the support of ADE CTE staff by CTE and Math teachers who had previously completed this professional development. To continue developing interest and showcasing this professional learning, CTE and Math teacher-teams presented at the 2013 CTE/ACTE Summer Conference.

To continue high quality professional development, sustained, job-embedded teacher learning strategies were available to all Math-in-CTE teacher-teams through a virtual support system using the ADE CTE sponsored IDEAL site: "Math-in-CTE Community of Practice." Teacher-teams had access to resources/lessons and could continue to work collaboratively by participating in additional professional development activities. An assigned "Site Coordinator/Coach" provided feedback as they developed and taught the math-enhanced lessons that began implementation of Arizona's College and Career Ready Standards in mathematics during their daily work throughout the school year.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

ADE CTE continues to build and promote partnerships with the state's universities, community colleges, other agencies, professional associations, business and industry, and foundations to build strong, relevant CTE programs and enable students to achieve the state's academic standards. During 2013-2014, examples of CTE partnerships are:

- * The University of Arizona to provide professional development opportunities to CTE teachers, to develop and validate program standards, and build effective program assessments.
- * Arizona CTE Curriculum Consortium with over 90% of the school districts as members. The Consortium and ADE are partnering to create Curriculum Guides to implement a bridge between Standards and Assessments and the Wiki has over 3400 lessons.
- * The ACTEAZ Premier Program Series which provides professional development and training across the state in Instructional Best Practices and aids in the recruitment and retention of teachers.
- * Community colleges throughout Arizona to align CTE programs to build the foundation for Programs of Study.
- * Partnership with First Things First to help in the development of a Rigorous Program of Study in the Early Childhood Education Pathway.
- * Focused partnerships with the University of Arizona Bio-5 to develop a Program of Study for bioscience. The partnership offers on campus experiences for high school seniors as well as provides professional development for secondary bioscience teachers to align curriculum, instruction, and credentialing to meet requirements for dual enrollment as an essential element of the Program of Study.
- * Focused partnerships with the University of Arizona Engineering and Arizona State University Poly-Technical Institute to develop a Program of Study for Engineering Sciences. The partnership provides professional development opportunities for secondary engineering teachers to align curriculum, instruction and credentialing to meet requirements for dual enrollment as an essential element of the Program of Study.
- * Partnership with Science Foundation Arizona to enhance the Program of Study with Engineering Sciences and the University of Arizona.
- * CTE worked collaboratively with AzTransfer Organization to align postsecondary Program of Study and articulation information within the Course Planner in the AzCIS system. This work now enables Arizona students and advisors to better prepare secondary students to select high school course work, dual credit course opportunities, and postsecondary courses that lead to a certificate, degree, and eventually appropriate career.

ADE CTE has ongoing partnerships and initiatives with numerous business and industry partners and their respective industry associations to provide opportunities for students, both secondary and postsecondary, to achieve academic standards technical skills, completion of Programs of Study, and internships/apprenticeships. Examples include:

- * High Tech Workforce Initiative (HTWI) working in conjunction with Arizona's Technology, Engineering and Manufacturing industries and Maricopa County Community College District (MCCCD) and the National Science Foundation (NSF-3 year grant) on Externships, Curriculum/Skills Development and Outreach including Career Awareness, Exploration, and Preparation.
- * The Arizona Manufacturing Council, a state entity under the Arizona Chamber of Commerce, working in partnership with the Arizona Tooling and Machining Association to improve student transition, workforce training, and retention issues. This now has become the Arizona Manufacturing Partnership as part of the Arizona Commerce Authority with strong business and industry support to create a pipeline from secondary to postsecondary to the workforce.
- * US Department of Labor Grant, working in collaboration with business and industry, secondary and postsecondary education, Local Workforce Investment Boards, One-Stop Centers, and Trade Associations and Unions to train/retrain individuals in green, renewable, and sustainable careers.
- * Governor's Council on Workforce Policy and Arizona Workforce Connection/Workforce Arizona Council involve the Arizona Departments of Education, Economic Security and Arizona Commerce Authority working together to provide opportunities for secondary, postsecondary, and adult students to access education and training opportunities in workforce development. The group also works collaboratively with the state legislature to develop statewide workforce policy.
- * Arizona Automobile Dealers Association. This ongoing three-way collaboration between the automotive industry in Arizona and nationally (Detroit) and ADE CTE statewide to support the NATEF/AYES national automotive initiative to develop the industry's future workforce through secondary and postsecondary collaboration.
- * STEM Council board/committee positions. The new Science Technology, Engineering, and Math Center created by the Governor's Office, the Arizona Science Foundation and private industry to develop and expand the collaboration between academic science, physics, chemistry, CTE engineering/manufacturing/robotics programs and industry to increase the preparedness of students for high wage, high skill careers in the future.
- * ACOVA-CTE Administrators professional organization and Association for Career & Technical Education Arizona (ACTEAZ) continue to collaborate with ADE CTE on various professional development opportunities for CTE instructors and administrators.
- * JTED Council (Superintendents from the Joint Technical Education Districts in Arizona) have collaborated with ADE CTE by allowing a representative from ADE CTE to attend the meetings and assist in finding solutions for various CTE opportunities that will assist CTE students in Programs of Study and the CTE programs.
- * ADE CTE partnered with business and industry and other educational entities in forming the Global Pathways Institute (GPI) in Arizona which was created to help lead a national movement to find effective solutions to prepare young people to lead successful lives. In Arizona, GPI is working to increase pathways to high school graduation, improve career guidance, and expand business involvement in education.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

CTE continued fiscal partnerships with Northern Arizona University: GEARUp Project and Arizona Department of Economic Services to help support the yearly AzCIS contract license fee. Additionally, ADE Exceptional Student Services became active supporters of the AzCIS system and the Guidance and Counseling program staff. This partnership ensures that all Arizona K-12 students in public or charter schools have an electronic career and educational planning tool available 24 hours a day at no cost to users.

To enhance career guidance and academic counseling, the State Career Guidance Counselor Program Specialist offered a variety of on-site technical assistance, regional trainings, and site visits. LEAs were offered guidance and resources so that they could better guide students in making appropriate career and educational decisions.

Beginning in the fall of 2011 and continuing into school year 2013-2014 regional workshop-trainings were offered through the JTED sites to ensure that high school counselors and postsecondary advisors were knowledgeable and had current information for CTE students regarding Programs of Study. This venue is being used to promote the upcoming Rigorous Program of Study's eighth element – of providing “guidance counseling and academic advisement” for all CTE students. Work time has been provided to ensure that site-specific CTE Program of Study templates have been developed and are being used by school counselors.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

The Perkins grant recipients, including secondary, postsecondary, and Program of Study consortia have collaborated with partners in establishing articulation agreements. These agreements provide postsecondary education and training opportunities for students. The Arizona Perkins secondary and postsecondary grant application and assurances each specifically addresses articulation and Programs of Study. The objectives state, “Link secondary and postsecondary CTE 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 and to acquire postsecondary education credits.” Articulation agreements were developed utilizing the Program of Study consortia which conduct articulation activities that connect secondary and postsecondary instructors and points of contact in sessions where curriculum is compared and coordinated in an effort to reduce duplication of course work, create a sequence of courses, and identify possible dual credit opportunities. The agreements also include a for credit element that allows the student to earn postsecondary credit. Programs of Study utilize only dual credit agreements.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

Yes

Activities that support initiatives to facilitate the transition of sub baccalaureate CTE students into baccalaureate programs are mostly centered on the Arizona Transfer Articulation Support System (ATASS) established by the postsecondary institutions. Each program or department at the postsecondary level has established official committees that coordinate the articulation of credit for courses from the community college system to the university system. Each community college has representatives on each ATASS. Meetings are held twice yearly for each program area. There is a formal method for submission of courses from the community college through the ATASS committee to the university for approval of transfer credit.

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Arizona supports eight CTSOs including DECA, FCCLA, FBLA, FEA, FFA, HOSA, SKILLSUSA and TSA. Funding support comes from the state estimated to be \$1.2 million for CTSO activities which includes a portion of Leadership funds. During 2011-2012, CTSO participation became a required essential element for programs to participate in Perkins funding. CTE supports activities that enhance CTSO participation, including 14 professional development activities for all 8 CTSO Chapter Advisors, 8 chapter officer trainings, 8 curriculum integration events, 30 state and regional conference activities, and engagement of business and postsecondary partners in all CTSO activities.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

All CTE programs in Arizona have an option of offering Cooperative Education and Internship courses that offer industry experience related to the identified CTE program. State Leadership funds provide support for administrators and staff offering these courses with on-site technical assistance and current information and resources posted on our Arizona CTE website. Approved CTE programs require work-based learning activities that can also be obtained through job-shadowing, simulated industry settings, and school-based businesses.

The Workplace Employability Skills Project in partnership with UA and Corporate Education Consulting, Inc. in conjunction with the Arizona Chamber of Commerce and Industry and Arizona Joint Technical Education Districts developed professional development materials and strategies to integrate and contextualize the Workplace Employability Skills (WES) Standards (adopted in July 2011) in the classroom. Final rubrics for the nine WES standards were approved on December 18, 2012. During FY2014 Workplace Employability Skill standards, rubrics and supporting teacher resources were disseminated and implementation sessions conducted through various professional development sessions and conferences.

The Workforce Employability Skills Project in its entirety is available on the ADE CTE website at: <http://www.azed.gov/career-technical-education/workplace-employability-skills/>.

ADE CTE through a partnership with ACTEaz supported the development and implementation of a series of ongoing professional development courses open to all CTE teachers and offered in a variety of locations throughout the state. The intent is to make high quality, intentionally designed professional development opportunities that are applicable for the renewal of the CTE teacher certification, accessible and affordable. The professional development series is called "Premier Series" and includes courses in:

- * Classroom Management
- * Instructional Best Practices Laboratory Safety and Management
- * CTE Program Management
- * CTSO Officer Training
- * Effective Demonstrations
- * CTSO Advisor's Toolbox
- * Common Core in CTE
- * Work-Based Learning

During FY2014 the Arizona Curriculum Consortia was formed in partnership with ADE CTE, Arizona Joint Technical Education Districts, and local school districts. The Arizona Curriculum Consortia coordinates and utilizes expertise throughout the state to create curriculum guides, lesson plans, and teacher resources that are aligned to State Technical Skill Standards for CTE programs. The resources are housed on the Arizona Curriculum Consortia website and are available for all CTE program instructors in districts that are participating in the consortia partnership.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

No

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

No

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

No

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

Yes

The ADE CTE K-12 Certification process was revised in 2013 to allow for the equivalent of 18 semester hours of required continued education to be obtained, (15 clock hours equals 1 semester credit hour) through staff/professional development activities offered by the LEA, professional organizations, universities, or community colleges, if verified and approved by ADE CTE. This option is available for applicants seeking to meet the requirements to move from a provisional CTE K-12 Certificate to a Standard CTE K-12 Certificate. This process was approved by the Arizona State Board for Vocational and Technological Education and has been in effect since May 1, 2009 for six hours of approved professional development; however, in August 2013 the State Board increased the opportunity to eighteen hours. LEAs and educational services are now able to locally deliver professional development that supports initial, new teachers' needs at the school level within the school day. Currently a CTE teacher can access the eighteen hours of approved professional development through the Premier Series described in Part C: question #7. New teachers are encouraged to complete the Premier Series in cohorts. The first cohort was launched during the 2013 CTE/ACTE conference.

New teacher induction and support was provided by the Career Pathways' Program Specialists at the 2013 Arizona CTE/ACTE Summer Conference during specific sessions designed for new CTE teachers to introduce the components of a quality CTE program. Resources and processes were identified to assist teachers with the new school year.

The CTE program Education Professions and the CTSO Future Educators Association (FEA) encourages high school students to seriously consider teaching as a career choice, and reinforces the rewards of choosing to be a CTE teacher specifically.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

The 2013-2014 CTE Program List is based on Arizona Labor Market Information (LMI) provided by the Arizona Office of Employment and Population Statistics, Arizona Department of Administration. It includes projected job openings for 2010-2020, May 2011 wage survey and ONET data for all available SOC codes. The research included the crosswalk to Classification of Instruction Programs. BLS Education Codes are used through the Associate Degree. The end result of the research is a market driven list of CTE occupational programs available to secondary and postsecondary LEAs based on high wage, high demand, and high skill occupations.

Consolidated Annual Report, Program Year 2013 - 2014

Arizona

Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

At the secondary level, Arizona is following a CTE program standards and assessment timeline to annually increase the number of CTE programs with assessments so that all CTE programs will eventually have current industry-validated standards and end-of-program assessments. Also, LEA's now have the option of reporting results from industry-developed tests leading to industry credentials. The industry test results will be summarized and tabulated to determine the feasibility of reporting the industry test results in lieu of the state-developed assessments.

LEAs that have not included any or all of their eligible students for testing on Arizona's Online Assessment System are provided technical assistance promoting the benefits of the assessment credential to them and their students. They are likewise held accountable for increasing the percentage of eligible student participation annually. The number of students participating in the assessment process will likely increase as new and/or updated programs are implemented, assessment items developed, and assessments assembled for online testing. Below are new or updated programs conducted in 2013-2014. Pilot testing assessments for these programs will be conducted this year (or the following year depending on the amount of time teachers need to implement the new standards). As available, new and updated technical skills attainment data will be included in the Consolidated Annual Report.

- * 52.0300.00 Accounting and Related Services
- * 51.0900.30 Emergency Medical Services
- * 46.0400.20 Advanced Construction Technologies
- * 51.0800.30 Laboratory Assisting
- * 49.0100.90 Air Transportation
- * 51.0800.60 Medical Assisting Services
- * 46.0400.40 Cabinetmaking
- * 51.0800.20 Pharmacy Support Services
- * 46.0400.30 Carpentry
- * 51.0800.50 Sports Medicine and Rehabilitation Services
- * 47.0600.30 Automotive Collision Repair

At the postsecondary level, Arizona has 1P1 technical skill attainment data in 48 program areas. Although improving, it remains a challenge to obtain both the denominator and the numerator for technical skill attainment since industry and licensing agencies usually send assessment results/credentials directly to adult students, who are expected to self-report. Through technical assistance and continued dialog with postsecondary constituents, strategies for retrieval of assessment results have been implemented which have produced positive results impacting valid and reliable numbers reported as assessing and attaining technical skill. Arizona postsecondary institutions continue to implement strategies that encourage and reward students for self-reporting industry certificates, credentials, and licensures to them. Additional technical assistance and shared resources have assisted postsecondary institutions in identifying applicable industry assessments and licensures. An ADE CTE specialist is specifically focusing on third-party assessments and credentialing. The chart of industry certificates, credentials and licensures for community college programs which is included in the Perkins Postsecondary Manual was reviewed and expanded in 2013-2014 as a resource for postsecondary institutions.

ADE CTE continues to utilize industry assessments resulting in certifications, licensures, or credentials. Postsecondary students who complete a program that does not have an industry-related assessment may take the Arizona CTE Online Assessment and receive an industry-validated certificate. In spring 2014, the Arizona CTE Online Assessment was used by 68 students who tested in Nursing Services and 6 students who tested in Mechanical Drafting. As postsecondary LEAs identify additional programs for which they have difficulty finding specific industry assessments, and as the system becomes tailored to their needs, more programs will be assessed using the system.

During 2014-2015, ADE CTE will continue to collaborate with the Arizona postsecondary institutions to provide technical assistance, share resources, and identify best practices to retrieve the results for those concentrators passing industry assessments/licensures and to increase the coverage of CTE programs and the number of students reported in the technical skill indicator.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	-9	-9	100
Postsecondary Students	-9	-9	100

Student Enrollment Form of CTE Participants

State: Arizona
Program Year: 2013-2014

	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students
GENDER			
Male	49388	56966	n/a
Female	44881	66549	n/a
RACE/ETHNICITY *(1997 STANDARDS)			
American Indian or Alaskan Native	4865	4651	n/a
Asian	2643	3587	n/a
Black or African American	4293	7767	n/a
Hispanic/Latino	36949	34368	n/a
Native Hawaiian or Other Pacific Islander	271	370	n/a
White	43509	62287	n/a
Two or More Races	1739	2284	n/a
Unknown	0	8201	
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)		1757	n/a
Disability Status (ESEA/IDEA)	8727		
Economically Disadvantaged	37374	46584	n/a
Single Parents	63	2675	n/a
Displaced Homemakers	0	98	n/a
Limited English Proficient	452	1967	n/a
Migrant Status	494		
Nontraditional Enrollees	56188	16721	n/a

Secondary Definition for CTE Participants:

A secondary student in grades 9, 10, 11 and 12 who has earned one or more transcribed Carnegie Units/credits in the same CTE program area in the reporting year.

Postsecondary Definition for CTE Participants:

A postsecondary student who has earned one or more transcribed Carnegie Units/credits in any CTE program area in the reporting year.

Student Enrollment Form of CTE Concentrators

State: Arizona
Program Year: 2013-2014

	SECONDARY		POSTSECONDARY		ADULT	
	Male	Female	Male	Female	Male	Female
Agriculture, Food & Natural Resources	473	658	204	236	n/a	n/a
Architecture & Construction	989	163	1872	150	n/a	n/a
Arts, A/V Technology, & Communications	967	1025	1464	1477	n/a	n/a
Business Management, & Administration	912	780	2900	3381	n/a	n/a
Education & Training	108	1135	407	1921	n/a	n/a
Finance	61	51	13	15	n/a	n/a
Government & Public Administration	0	0	31	32	n/a	n/a
Health Science	811	2272	2865	7977	n/a	n/a
Hospitality & Tourism	1157	1873	430	637	n/a	n/a
Human Services	11	472	403	1550	n/a	n/a
Information Technology	618	129	3023	1677	n/a	n/a
Law, Public Safety & Security	588	350	3745	2773	n/a	n/a
Manufacturing	628	78	1216	284	n/a	n/a
Marketing Sales & Services	637	726	59	100	n/a	n/a
Science, Technology, Engineering & Math	548	100	178	227	n/a	n/a
Transportation, Distribution & Logistics	1217	138	1628	421	n/a	n/a

Secondary Definition for CTE Concentrators:

A secondary student who has transcribed two (2) or more Carnegie Units/credits in a state-designated sequence in an approved CTE program.

Postsecondary Definition for CTE Concentrators:

A postsecondary student who was first enrolled in postsecondary within the last five cohort years and:

* Completes at least 12 transcribed 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, certificate, or degree. In order to ensure that a student has established an occupational pathway, the student must complete nine technical credits with a given occupational program within a two year timeframe. (The additional three academic or technical credits must be completed within the five year timeframe); or

* Completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or degree within a two year timeframe from entering the institution.

Additional Information:

In 13-14, Arizona CTE Programs changed from a 6-digit CIP Code for programs with options to an 8-digit CIP Code for programs. This expanded the number of programs under the Arts Cluster. Due to this expansion, students were not able to earn two Carnegie Units in the same CTE program to be calculated as a CTE concentrator.

Arizona saw a decrease in concentrator enrollment in the Finance and Human Services Clusters mainly at the postsecondary level. The number of courses offered in these Clusters at the postsecondary level was reduced; therefore there was an overall decrease in enrollment.

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 1S1: Attainment of Academic Skills - Reading/Language Arts

State: Arizona
Program Year: 2013-2014

	Number of Students in the Numerator:	Number of Students in the Denominator:	Actual Level of Performance:	State Adjusted Level of Performance:
Grand Total	17468	18099	96.51%	86
GENDER				
Male	8444	8857	95.34%	86
Female	9024	9242	97.64%	86
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	1070	1158	92.40%	86
Asian	514	523	98.28%	86
Black or African American	773	802	96.38%	86
Hispanic/Latino	6557	6823	96.10%	86
Native Hawaiian or Other Pacific Islander	35	37	94.59%	86
White	8288	8519	97.29%	86
Two or More Races	231	237	97.47%	86
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)				
Disability Status (ESEA/IDEA)	1007	1560	64.55%	86
Economically Disadvantaged	6644	6970	95.32%	86
Single Parents	12	12	100.00%	86
Displaced Homemakers				
Limited English Proficient	13	36	36.11%	86
Migrant Status	77	87	88.51%	86
Nontraditional Enrollees	4444	4570	97.24%	86

Additional Information

All secondary forms are submitted via EDEN/EDFACTS

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 1S2: Attainment of Academic Skills - Mathematics

State: Arizona
Program Year: 2013-2014

	Number of Students in the Numerator:	Number of Students in the Denominator:	Actual Level of Performance:	State Adjusted Level of Performance:
Grand Total	16166	18143	89.10%	75
GENDER				
Male	7862	8877	88.57%	75
Female	8304	9266	89.62%	75
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	914	1162	78.66%	75
Asian	508	524	96.95%	75
Black or African American	688	805	85.47%	75
Hispanic/Latino	5930	6840	86.70%	75
Native Hawaiian or Other Pacific Islander	35	37	94.59%	75
White	7872	8538	92.20%	75
Two or More Races	219	237	92.41%	75
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)				
Disability Status (ESEA/IDEA)	507	1562	32.46%	75
Economically Disadvantaged	5964	6986	85.37%	75
Single Parents	9	12	75.00%	75
Displaced Homemakers				
Limited English Proficient	10	36	27.78%	75
Migrant Status	56	87	64.37%	75
Nontraditional Enrollees	4124	4584	89.97%	75

Additional Information

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 2S1: Technical Skill Attainment

State: Arizona
Program Year: 2013-2014

	Number of Students in the Numerator:	Number of Students in the Denominator:	Actual Level of Performance:	State Adjusted Level of Performance:
Grand Total	9348	11448	81.66%	73
GENDER				
Male	4583	5581	82.12%	73
Female	4765	5867	81.22%	73
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	509	738	68.97%	73
Asian	276	309	89.32%	73
Black or African American	385	496	77.62%	73
Hispanic/Latino	3549	4708	75.38%	73
Native Hawaiian or Other Pacific Islander	18	20	90.00%	73
White	4470	5004	89.33%	73
Two or More Races	141	173	81.50%	73
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)				
Disability Status (ESEA/IDEA)	454	856	53.04%	73
Economically Disadvantaged	3568	4670	76.40%	73
Single Parents	5	17	29.41%	73
Displaced Homemakers				
Limited English Proficient	4	24	16.67%	73
Migrant Status	35	63	55.56%	73
Nontraditional Enrollees	2404	2883	83.39%	73

Additional Information

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 3S1: School Completion

State: Arizona
Program Year: 2013-2014

	Number of Students in the Numerator:	Number of Students in the Denominator:	Actual Level of Performance:	State Adjusted Level of Performance:
Grand Total	18359	18751	97.91%	85
GENDER				
Male	8956	9181	97.55%	85
Female	9403	9570	98.25%	85
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	1076	1127	95.47%	85
Asian	529	532	99.44%	85
Black or African American	824	838	98.33%	85
Hispanic/Latino	6964	7108	97.97%	85
Native Hawaiian or Other Pacific Islander	36	38	94.74%	85
White	8667	8838	98.07%	85
Two or More Races	263	270	97.41%	85
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)				
Disability Status (ESEA/IDEA)	1471	1517	96.97%	85
Economically Disadvantaged	7095	7234	98.08%	85
Single Parents	16	17	94.12%	85
Displaced Homemakers				
Limited English Proficient	31	33	93.94%	85
Migrant Status	75	86	87.21%	85
Nontraditional Enrollees	4669	4740	98.50%	85
DISAGGREGATE INDICATORS				
General Education Development (GED)	35			85
Diploma	18359			85
Certificate				

Additional Information

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 4S1: Student Graduation Rates

State: Arizona
Program Year: 2013-2014

	Number of Students in the Numerator:	Number of Students in the Denominator:	Actual Level of Performance:	State Adjusted Level of Performance:
Grand Total	18324	18751	97.72%	85
GENDER				
Male	8936	9181	97.33%	85
Female	9388	9570	98.10%	85
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	1074	1127	95.30%	85
Asian	528	532	99.25%	85
Black or African American	822	838	98.09%	85
Hispanic/Latino	6957	7108	97.88%	85
Native Hawaiian or Other Pacific Islander	36	38	94.74%	85
White	8644	8838	97.80%	85
Two or More Races	263	270	97.41%	85
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)				
Disability Status (ESEA/IDEA)	1467	1517	96.70%	85
Economically Disadvantaged	7079	7234	97.86%	85
Single Parents	16	17	94.12%	85
Displaced Homemakers				
Limited English Proficient	31	33	93.94%	85
Migrant Status	74	86	86.05%	85
Nontraditional Enrollees	4661	4740	98.33%	85

Additional Information

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 5S1: Placement

State: Arizona
Program Year: 2013-2014

	Number of Students in the Numerator:	Number of Students in the Denominator:	Actual Level of Performance:	State Adjusted Level of Performance:
Grand Total	13425	18620	72.10%	58
GENDER				
Male	6451	9232	69.88%	58
Female	6974	9388	74.29%	58
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	699	1081	64.66%	58
Asian	420	570	73.68%	58
Black or African American	566	807	70.14%	58
Hispanic/Latino	4602	6710	68.58%	58
Native Hawaiian or Other Pacific Islander	28	34	82.35%	58
White	6916	9180	75.34%	58
Two or More Races	194	238	81.51%	58
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)				
Disability Status (ESEA/IDEA)	990	1675	59.10%	58
Economically Disadvantaged	4938	7359	67.10%	58
Single Parents	21	32	65.63%	58
Displaced Homemakers				
Limited English Proficient	27	48	56.25%	58
Migrant Status	39	62	62.90%	58
Nontraditional Enrollees	2955	4181	70.68%	58
DISAGGREGATE INDICATORS				
Advanced Training	0			58
Employment	4538			58
Military	550			58
Postsecondary Education	10699			58

Additional Information

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 6S1: Nontraditional Participation**

State: Arizona
Program Year: 2013-2014

	Number of Students in the Numerator:	Number of Students in the Denominator:	Actual Level of Performance:	State Adjusted Level of Performance:
Grand Total	26048	70667	36.86%	25
GENDER				
Male	5594	36303	15.41%	25
Female	20454	34364	59.52%	25
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	1463	4023	36.37%	25
Asian	677	1776	38.12%	25
Black or African American	1274	3185	40.00%	25
Hispanic/Latino	10329	27996	36.89%	25
Native Hawaiian or Other Pacific Islander	84	205	40.98%	25
White	11743	32221	36.45%	25
Two or More Races	478	1261	37.91%	25
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)				
Disability Status (ESEA/IDEA)	1904	6946	27.41%	25
Economically Disadvantaged	10631	29069	36.57%	25
Single Parents	9	55	16.36%	25
Displaced Homemakers				
Limited English Proficient	108	344	31.40%	25
Migrant Status	138	447	30.87%	25

Additional Information

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 6S2: Nontraditional Completion

State: Arizona
Program Year: 2013-2014

	Number of Students in the Numerator:	Number of Students in the Denominator:	Actual Level of Performance:	State Adjusted Level of Performance:
Grand Total	2404	8838	27.20%	14.5
GENDER				
Male	574	4153	13.82%	14.5
Female	1830	4685	39.06%	14.5
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	137	635	21.57%	14.5
Asian	69	194	35.57%	14.5
Black or African American	114	368	30.98%	14.5
Hispanic/Latino	967	3674	26.32%	14.5
Native Hawaiian or Other Pacific Islander	10	19	52.63%	14.5
White	1075	3808	28.23%	14.5
Two or More Races	32	140	22.86%	14.5
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)				
Disability Status (ESEA/IDEA)	96	734	13.08%	14.5
Economically Disadvantaged	1025	3758	27.28%	14.5
Single Parents	1	13	7.69%	14.5
Displaced Homemakers				
Limited English Proficient	3	22	13.64%	14.5
Migrant Status	6	58	10.34%	14.5

Additional Information

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 1P1: Technical Skill Attainment

State: Arizona
Program Year: 2013-2014

	Number of Students in the Numerator:	Number of Students in the Denominator:	Actual Level of Performance:	State Adjusted Level of Performance:
Grand Total	3342	3715	89.96%	88.5
GENDER				
Male	1262	1451	86.97%	88.5
Female	2080	2264	91.87%	88.5
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	160	184	86.96%	88.5
Asian	61	68	89.71%	88.5
Black or African American	93	108	86.11%	88.5
Hispanic/Latino	691	802	86.16%	88.5
Native Hawaiian or Other Pacific Islander	10	10	100.00%	88.5
White	2100	2295	91.50%	88.5
Two or More Races	41	43	95.35%	88.5
Unknown	186	205	90.73%	88.5
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	32	40	80.00%	88.5
Economically Disadvantaged	1446	1595	90.66%	88.5
Single Parents	78	86	90.70%	88.5
Displaced Homemakers	8	9	88.89%	88.5
Limited English Proficient	31	39	79.49%	88.5
Nontraditional Enrollees	372	408	91.18%	88.5

Additional Information

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 2P1: Credential, Certificate, or Degree**

State: Arizona
Program Year: 2013-2014

	Number of Students in the Numerator:	Number of Students in the Denominator:	Actual Level of Performance:	State Adjusted Level of Performance:
Grand Total	10811	23639	45.73%	42.5
GENDER				
Male	4779	11210	42.63%	42.5
Female	6032	12429	48.53%	42.5
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	285	744	38.31%	42.5
Asian	247	595	41.51%	42.5
Black or African American	624	1445	43.18%	42.5
Hispanic/Latino	2463	5252	46.90%	42.5
Native Hawaiian or Other Pacific Islander	32	68	47.06%	42.5
White	6436	13814	46.59%	42.5
Two or More Races	105	302	34.77%	42.5
Unknown	619	1419	43.62%	42.5
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	121	278	43.53%	42.5
Economically Disadvantaged	4217	10517	40.10%	42.5
Single Parents	119	335	35.52%	42.5
Displaced Homemakers	11	25	44.00%	42.5
Limited English Proficient	100	244	40.98%	42.5
Nontraditional Enrollees	1686	3374	49.97%	42.5
DISAGGREGATE INDICATORS				
Credential	1077			42.5
Certificate	4525			42.5
Degree	5641			42.5

Additional Information

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 3P1: Student Retention or Transfer

State: Arizona
Program Year: 2013-2014

	Number of Students in the Numerator:	Number of Students in the Denominator:	Actual Level of Performance:	State Adjusted Level of Performance:
Grand Total	18491	26126	70.78%	54
GENDER				
Male	8297	12215	67.92%	54
Female	10194	13911	73.28%	54
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	620	962	64.45%	54
Asian	544	762	71.39%	54
Black or African American	1176	1677	70.13%	54
Hispanic/Latino	4980	6680	74.55%	54
Native Hawaiian or Other Pacific Islander	41	63	65.08%	54
White	9659	13870	69.64%	54
Two or More Races	283	401	70.57%	54
Unknown	1188	1711	69.43%	54
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	265	368	72.01%	54
Economically Disadvantaged	9951	13786	72.18%	54
Single Parents	440	670	65.67%	54
Displaced Homemakers	15	25	60.00%	54
Limited English Proficient	199	296	67.23%	54
Nontraditional Enrollees	2807	3798	73.91%	54

Additional Information

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 4P1: Student Placement

State: Arizona
Program Year: 2013-2014

	Number of Students in the Numerator:	Number of Students in the Denominator:	Actual Level of Performance:	State Adjusted Level of Performance:
Grand Total	8443	21290	39.66%	39.5
GENDER				
Male	4394	10138	43.34%	39.5
Female	4049	11152	36.31%	39.5
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	216	632	34.18%	39.5
Asian	192	549	34.97%	39.5
Black or African American	545	1338	40.73%	39.5
Hispanic/Latino	2154	4645	46.37%	39.5
Native Hawaiian or Other Pacific Islander	22	56	39.29%	39.5
White	4745	12544	37.83%	39.5
Two or More Races	90	245	36.73%	39.5
Unknown	479	1281	37.39%	39.5
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	41	243	16.87%	39.5
Economically Disadvantaged	3221	9828	32.77%	39.5
Single Parents	37	201	18.41%	39.5
Displaced Homemakers	0	23	0.00%	39.5
Limited English Proficient	55	224	24.55%	39.5
Nontraditional Enrollees	1096	2959	37.04%	39.5
DISAGGREGATE INDICATORS				
Apprenticeship	6			39.5
Employment	8405			39.5
Military	32			39.5

Additional Information

Wage data from the Arizona Department of Economic Security (DES) was unavailable due to the US Department of Labor (USDOL) placing a hold on sharing UI wage unit record information. The DES is working with the USDOL to develop new data sharing agreements that will allow the postsecondary LEAs in Arizona to once again be able to obtain UI wage data in the future.

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 5P1: Nontraditional Participation

State: Arizona
Program Year: 2013-2014

	Number of Students in the Numerator:	Number of Students in the Denominator:	Actual Level of Performance:	State Adjusted Level of Performance:
Grand Total	17460	60844	28.70%	23.5
GENDER				
Male	6760	29292	23.08%	23.5
Female	10700	31552	33.91%	23.5
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	610	2495	24.45%	23.5
Asian	460	1445	31.83%	23.5
Black or African American	1265	3537	35.76%	23.5
Hispanic/Latino	5329	17768	29.99%	23.5
Native Hawaiian or Other Pacific Islander	55	181	30.39%	23.5
White	8346	30523	27.34%	23.5
Two or More Races	302	924	32.68%	23.5
Unknown	1093	3971	27.52%	23.5
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	274	966	28.36%	23.5
Economically Disadvantaged	7405	23591	31.39%	23.5
Single Parents	320	1167	27.42%	23.5
Displaced Homemakers	39	92	42.39%	23.5
Limited English Proficient	432	1031	41.90%	23.5

Additional Information

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 5P2: Nontraditional Completion**

State: Arizona
Program Year: 2013-2014

	Number of Students in the Numerator:	Number of Students in the Denominator:	Actual Level of Performance:	State Adjusted Level of Performance:
Grand Total	1759	6567	26.79%	18.5
GENDER				
Male	678	2962	22.89%	18.5
Female	1081	3605	29.99%	18.5
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	47	184	25.54%	18.5
Asian	40	133	30.08%	18.5
Black or African American	167	376	44.41%	18.5
Hispanic/Latino	415	1620	25.62%	18.5
Native Hawaiian or Other Pacific Islander	3	23	13.04%	18.5
White	940	3797	24.76%	18.5
Two or More Races	17	62	27.42%	18.5
Unknown	130	372	34.95%	18.5
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	18	81	22.22%	18.5
Economically Disadvantaged	582	2535	22.96%	18.5
Single Parents	10	97	10.31%	18.5
Displaced Homemakers	1	5	20.00%	18.5
Limited English Proficient	26	87	29.89%	18.5

Additional Information

Consolidated Annual Report, Program Year 2013 - 2014 Arizona

Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

Local Program Improvement Plans

Arizona has a total of 119 LEAs: 109 being secondary LEAs and 10 being postsecondary LEAs. The total number of eligible recipients that failed to meet at least 90 percent of an agreed upon level of performance and will be required to implement a local improvement plan for Arizona is 41 LEAs.

The total number at the secondary level is 38 eligible recipients.

The total number at the postsecondary level is 3 eligible recipients.

At the secondary level, Arizona has categorized Improvement Plans based on the law.

The first category is those LEAs that failed to meet the same performance measure for three or more consecutive years:

* 1S2: Academic Attainment in Mathematics - 2 LEAs

* 2S1: Technical Skill Attainment - 1 LEA

* 5S1: Placement - 1 LEA

* 6S1: Nontraditional Participation - 3 LEAs

* 6S2: Nontraditional Completion - 4 LEAs

* Overall/Total - 8 LEAs

The second category is those LEAs that did not meet the same measure for two consecutive years:

* 1S2: Academic Attainment in Mathematics - 1 LEA

* 2S1: Technical Skill Attainment - 5 LEAs

* 5S1: Placement - 3 LEAs

* 6S1: Nontraditional Participation - 3 LEAs

* 6S2: Nontraditional Completion - 2 LEAs

* Overall/Total - 12 LEAs

The third category is those LEAs who failed to meet one or more performance measure during the reporting year:

* 1S1: Academic Attainment in Reading/Language Arts - 3 LEAs

* 1S2: Academic Attainment in Mathematics - 2 LEAs

* 2S1: Technical Skill Attainment - 7 LEAs

- * 3S1: GED and Graduation - 1 LEA
- * 4S1: Graduation - 1 LEA
- * 5S1: Placement - 3 LEAs
- * 6S1: Nontraditional Participation - 5 LEAs
- * 6S2: Nontraditional Completion - 14 LEAs
- * Overall/Total - 27 LEAs

ADE CTE provided, and continues to provide, technical assistance to those LEAs that were required to create and implement Improvement Plans. Targeted technical assistance continues to be delivered to LEAs that struggle to meet performance measures 6S1 and 6S2.

At the postsecondary level, Improvement Plan data is presented for three years. The credential, certificate, or diplomas core indicator, the student retention or transfer core indicator, and the nontraditional completion core indicators were the only measures missed by the postsecondary LEAs. Improvement Plan information is below:

LEAs that failed to meet the same performance measure for three or more consecutive years:

- * 2P1: Credential, Certificate, or Degree - 1 LEA
- * 5P2: Nontraditional Completion - 1 LEA
- * Overall/Total - 2 LEAs

LEAs that did not meet the same performance measure for two consecutive years:

- * 5P2: Nontraditional Completion - 1 LEA
- * Overall/Total - 1 LEA

LEAs who failed to meet one or more performance measure during the reporting year:

- * 3P1: Student Retention or Transfer - 1 LEA
- * 5P1: Nontraditional Participation - 1 LEA
- * Overall/Total - 2 LEAs

All postsecondary LEAs requiring an Improvement Plan are provided with technical assistance prior to submitting their Improvement Plan and amendment to the federal Perkins Grant project. One LEA site visit was conducted with emphasis on Improvement Plans for a LEA to provide additional services. During technical assistance site visits, discussions regarding contributing factors and accurate reporting were the focus of improvement strategies. The data indicates the positive impact of focused technical assistance and professional development activities on reducing the number of improvement plans needed for missing a performance measure for two or more consecutive years. LEAs showing progress on meeting the performance measures provide Best Practices to other postsecondary LEAs. Any LEAs missing a performance measure for three years develops a Directed Improvement Plan which requires more defined action steps to improve the performance of that specific measure and Perkins funds directed to supporting the activities of the plan. Quarterly status reports are required as part of the Directed Improvement Plans. Further technical assistance will continue to concentrate on strategies for improvement with LEA action plans for 2P1 and 5P2.