



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION

THE ASSISTANT SECRETARY

AUG 18 2011

Barbara Border
Deputy Associate Superintendent
State Director Career and Technical Education
Arizona Department of Education
1535 West Jefferson Street, Bin 42
Phoenix, Arizona 85007

Dear Ms. Border:

Enclosed is the final report for the April 25-29, 2011, on-site monitoring visit conducted by the U.S. Department of Education (Department), Office of Vocational and Adult Education (OVAE), Division of Academic and Technical Education (DATE), pursuant to the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins, Perkins IV, or the Act). The purpose of this visit was to assess the degree to which the Arizona Department of Education, Career and Technical Education Section (ADE/CTE), the agency delegated by the Arizona State Board for Vocational Technological Education (the sole State agency) to administer its Perkins grants, is meeting the requirements of Perkins IV. We hope that, as a result of this visit, your State will identify ways to improve its Perkins administration, implementation, and accountability systems.

The monitoring team identified four (4) findings where the ADE/CTE is not meeting the requirements of Perkins IV. These findings are found in the local applications, accountability, and tech-prep sections of the report. Applicable sections of Perkins IV and/or other relevant compliance documents are cited for each finding along with corrective actions that the ADE/CTE must take to achieve compliance with Perkins IV.

The monitoring team also identified improvement strategies within specific sections of the report as possible ways for the State to strengthen its Perkins administration, implementation, and accountability systems. We encourage you to implement these strategies, although you are not required to do so.

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Thank you for a productive visit and your willingness to discuss strategies to prepare all career and technical education students in Arizona for a successful future. Our office is committed to providing the ADE/CTE with technical assistance to maintain compliance with Perkins IV.

Sincerely,

A handwritten signature in cursive script that reads "Sharon Lee Miller for S.L. Miller".

Sharon Lee Miller

Director

Division of Academic and Technical Education

Enclosure

**FINAL REPORT:
Arizona Department of Education's Compliance with the
Career and Technical Education Improvement Act of 2006 (Perkins IV)**

I. Overview

The U. S. Department of Education (Department), Office of Vocational and Adult Education (OVAE), Division of Academic and Technical Education (DATE), conducted an on-site monitoring visit to the Arizona Department of Education, Career and Technical Education Section ADE/CTE), on April 25-29, 2011, pursuant to the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins, Perkins IV, or the Act). The purpose of the visit was to assess the degree to which the ADE/CTE, which is the agency delegated by the Arizona State Board for Vocational Technological Education (the sole State agency) to administer its Perkins grants, is meeting the requirements of Perkins IV.

The monitoring team identified four (4) findings where the ADE/CTE did not meet the requirements of Perkins IV. These findings are found in the local applications, accountability, and tech-prep sections of the report. Applicable sections of Perkins IV and/or other relevant compliance documents are cited for each finding, along with corrective actions that the ADE/CTE must take to achieve compliance with Perkins IV.

Also identified within specific sections of the report are suggested improvement strategies for your State to strengthen its Perkins administration, implementation, and accountability systems. We encourage you to implement these strategies although you are not required to do so.

II. Monitoring Team Members

Name	Area(s) of Review
Allison Hill*	State Administration; Tech-Prep
Andrew Johnson	Fiscal Responsibility
Len Lintner	Local Applications
Jose Figueroa	Accountability; Special Populations
Libby Livings-Eassa	Programs of Study

* Monitoring Team Lead

III. Areas of Review

A. State Administration

Current Status:

The Arizona State Board for Vocational Technological Education is the eligible agency (sole State agency) responsible for the oversight of Arizona's Perkins grants. The ADE/CTE is

responsible for the overall administration of the Perkins grants at both the secondary and postsecondary levels.

Career and technical education programs at the secondary level are offered through fifteen union high school districts, 94 unified school districts, eight charter schools, two Bureau of Indian Education schools, and one joint technical education district (JTED).

Career and technical education programs at the postsecondary level are offered through 10 community college districts, some of which have multiple campuses, thereby ensuring that postsecondary career and technical education is available throughout the State.

Arizona has a long and strong history of legislative and policy support for career and technical education. Arizona law requires school districts to provide for an annual self-evaluation of its career and technical education programs with cooperation and assistance from business, industry, and/or labor representatives. In accordance with State law, the ADE/CTE has implemented the District Annual Program Evaluation which evaluates the performance of local recipients' programs, services, and activities. The evaluation may result in the development of a required action plan to ensure continuous program and performance improvement.

The ADE/CTE determines its support of career and technical education program offerings, in part, by analyzing Arizona's labor market data. Programs addressing high skill, high wage, and high demand occupations are supported by career and technical education funding.

In 2006, the State enacted legislation requiring JTED students to pass end-of-program assessments leading to industry certification. In response, the ADE/CTE continues its efforts to develop its skill standards assessment system—a system that can and should serve as a model for other States across the nation.

The State's also continues to implement its skill standard initiative through the Arizona Skill Standards Commission led by the Arizona State University's Workforce Education Development Office, the ADE/CTE, and Corporate/Education Consulting, Inc. This commission is charged with overseeing the standards and assessment process, awarding skill attainment credentials to students who satisfactorily complete the assessment for their chosen career field, and serving as an advocate for the skill assessment system to business and community stakeholders.

The ADE/CTE also conducts site visits or Program Assessment Reviews (PAR). The ADE/CTE site visit team, using the PAR review instrument, engages in onsite visits to districts exhibiting high risk factors based, in part on, enrollment, reporting, and fiscal accountability. Other evaluation methods used by the ADE/CTE include desk monitoring, reviews of local program performance, and implementation of local and program improvement plans.

The ADE/CTE has implemented a number of technical assistance strategies to support its local recipients in the implementation of Federal and State requirements. The ADE/CTE provides technical assistance and professional development to educators across the State through its annual Career and Technical Education Summer Conference. The Arizona Career Pathways Team aligns its technical assistance support with that of ADE/CTE, employing a number of

technical assistance strategies to ensure that local teachers and administrators receive the needed assistance to create and sustain high quality career and technical education programs.

Findings:

No findings were noted.

Suggested Improvement Strategies:

Strategy #1: The ADE/CTE should consider transitioning to an electronic repository of policies and procedures. The State has developed a set of formal policies and procedures for a number of its primary administrative activities, but they are contained in multiple documents. However, the creation of a single electronic manual would not only create a central location for all policies and procedures but would make them immediately accessible to State and local program staff to ensure adherence to the States requirements regarding the administration and implementation of Perkins IV within the State of Arizona.

Strategy #2: The ADE/CTE should consider developing clear policies and procedures establishing and explaining how monitoring, particularly, on-site monitoring, is conducted for its career and technical education programs. In addition, the policies and procedures should include directions on how to effectively use self-assessments to monitor the progress and the effectiveness of local career and technical education programs, services, and activities.

B. Fiscal Responsibility

Current Status:

The ADE/CTE received a Perkins IV Title I basic grant award totaling \$25,070,363, and a Title II tech-prep grant totaling \$1,880,272 for program year (PY) 2010-2011, beginning on July 1, 2010. The State opted not to consolidate any of its Title II funds with Title I funds under the authority of section 202(b) of Perkins IV.

The ADE/CTE targeted five (5) percent of its Title I funds for State administration activities and ten percent for State leadership. The ADE/CTE allotted \$60,000 for non-traditional activities and \$250,074 for State institutions from its State leadership funds. The remaining 85 percent of the Title I funds were allocated to secondary and postsecondary recipients, with 85 percent of these funds slated for the secondary level.

The ADE/CTE set aside a portion of its Title I funds as a reserve fund under the authority of section 112(c) to support activities at the secondary level for career and technical education programs focusing on green technologies, engineering, and bioscience, as well as “innovative” programs related to programs of study.

Currently, the ADE/CTE uses an accounting system that has a built in first-in/first-out (FIFO) payment system, thereby ensuring that Perkins IV grant funds from previous years are obligated and liquidated prior to the use of newer funds. Additionally, the ADE has an effective system in

place to reconcile expenditures reported on its financial status reports (FSR) to general accounting ledgers maintained by the ADE/CTE. The ADE/CTE submits to our office, in a timely fashion, financial status reports that are consistent with fiscal data contained in general accounting ledgers.

The ADE/CTE has established an appropriate system for the proper allocation of grant funds to secondary and postsecondary sub-recipients by addressing the required formulas outlined in sections 131 and 132 of Perkins IV.

The ADE/CTE has made a concerted effort to reduce the level of carryover by expending a substantial portion of its section 112(a)(1) flow through funds during the first twelve months of grant availability.

The ADE/CTE has appropriate policies and procedures in place to demonstrate that the State is in compliance with the maintenance of effort and State administrative match/hold-harmless requirements contained in sections 311(b)(1), 112(b), and 323(a) of Perkins IV.

Findings:

No findings were noted.

Suggested Improvement Strategies:

Strategy #1: The ADE/CTE should consider adopting policies and procedures to ensure that a higher percentage of its State leadership funds are obligated and liquidated in the first year of grant award availability. This would reduce the likelihood of grant funds lapsing and being returned to the Federal government.

Strategy #2: The ADE/CTE should consider adopting consistent policies and procedures to ensure it is meeting the requirements of section 133(b)(1) of Perkins. Currently, the ADE/CTE has policies and procedures in place that allow some sub-recipients of Perkins funds 12 months to obligate funds and other sub-recipients 15 months to obligate funds before these funds are required to be returned to the ADE/CTE for reallocation in subsequent years. The ADE/CTE should consider developing policies and procedures that would establish either a 12 month or a 15 month obligation time limit for all sub-recipients to ensure equity among the recipients and to simplify and streamline ADE/CTE processes for reallocating these funds in subsequent years.

C. Local Applications

Current Status:

The ADE/CTE local application processes for secondary and postsecondary recipients are designed to meet the intent of the Federal legislation, facilitate local planning at both levels of the State's delivery system for career and technical education, provide direction in the use of Federal funds for career and technical education, and document how applicants meet the assurances specified in Perkins IV.

The ADE/CTE has developed generally thorough processes to review and evaluate all local applications submitted by secondary and postsecondary institutions. At each level of the State's delivery system particular attention is given to those low-performing eligible recipients that need to address the development of key strategies that will give rise to higher performance results.

Finding:

Finding #1: The ADE/CTE's postsecondary local application failed to properly address all the requirements for local applications as set forth in section 134(b) of the Act.

Evidence: The determination was made after reviewing the State's current postsecondary local application and conferring with appropriate State personnel. The review revealed that the State's postsecondary local application failed to require the descriptions found in sections 134(b)(3)(D), 134(b)(3)(E), 134(b)(5), 134(b)(8)(B), 134(b)(11), and 134(b)(12)(B). In addition, the ADE/CTE postsecondary local applications failed to require descriptions for the following items: 134(b)(2), 134(b)(3)(A), 134(b)(8)(C), and 134(b)(9). For the latter four items, the State required only an assurance rather than a description of proposed programs, services, and activities.

Relevant Sections of Legislation: Section 134(b) of Perkins IV

Corrective Action Required: The ADE/CTE must revise its postsecondary local application and accompanying policies and procedures to include all required descriptions found in section 134(b). The revised policies and procedures must be submitted to our office by Friday December 30, 2011. These changes must occur prior to the allocation of Federal funds available for distribution on July 1, 2012.

Suggested Improvement Strategies:

Strategy #1: The ADE/CTE may consider strategies to provide stronger State leadership in the use of Perkins funding by using statewide funding floors and ceilings to direct local Perkins funds to areas of performance shortfalls. For example, the State could place limits on certain allowable costs, such as equipment or supplies, or require eligible recipients to expend a certain percentage of funds on particular needs, such as bolstering services for special populations. .

Strategy #2: The ADE/CTE should continually revisit the potential benefits of the reserve fund permitted under section 112 of Perkins IV. These funds could be effectively targeted in ways not readily available to the State as they distribute funds under sections 131 and 132 of Perkins IV. For example, the State could focus these reserve funds for a very narrow set of priorities to address the needs of special populations or use the reserve to target funds to particular program areas in need of enhancement throughout the State.

Strategy #3: The ADE/CTE may consider refining its definition of "size, scope, and quality" for approved programs, services, and activities, with strong consideration given to crafting "size" in terms of a minimum student participation level, "scope" in terms of the State's "programs of

study” requirements, and “quality” in terms of performance criteria (i.e., perhaps placement or graduation rates) that are now part of its accountability system.

Strategy #4: The ADE/CTE may consider the development of a budget matrix as part of its secondary and postsecondary local applications as a way to expand the fiscal information available to the State as it reviews and approves funding for its eligible recipients. As currently constructed, the State’s secondary and postsecondary budget tables for eligible recipients use both accounting categories and a series of purpose codes that yields little information specific to career and technical education programs. The ADE/CTE may also consider developing an alternative budget matrix with purpose codes that reflect key elements of section 135 required and permissive uses of funds. By having a limited number of relevant purpose codes in a revised budget matrix, the ADE/CTE might very well generate better financial data to support State goals for career and technical education.

Strategy #5: The ADE/CTE should consider identifying and implementing an appropriate method for both the secondary and postsecondary budget tables to ensure that each eligible recipient expends no more than five percent of its grant award for local administration. Both secondary and postsecondary budget tables capture expenditures for Federal funds used at the local level for indirect costs which, in turn, the State uses as a basis for administration costs. However, neither budget appears to capture direct administration costs which must also be included in the five percent limitation imposed on allowable local administration costs.

D. Accountability

Current Status:

The ADE/CTE met its State-adjusted performance levels with the exception of credential, certificate or degree attainment (2P1) at the postsecondary level at the time of submission of its December 31, 2010, Consolidated Annual Report (CAR), covering PY 2009-2010. The ADE/CTE met the performance levels for all indicators by the 90 percent threshold allowed under Perkins IV; hence, the State was not required to implement a program improvement plan pursuant to section 123(a)(1) of Perkins IV.

Arizona Performance Levels for Program Year 2009-2010					
Indicator Code	Indicator	Grand Total Numerator	Grand Total Denominator	Grand Total Target Performance	Grand Total Actual Performance * Did not meet Performance level ** Did not meet performance level
Secondary					
1S1	Attainment of Academic Skills - Reading/Language Arts	16,720	17,569	49.60%	95.17%
1S2	Attainment of Academic Skills - Mathematics	16,100	17,580	41.00%	91.58%
2S1	Technical Skill Attainment	7,079	8,185	66.00%	86.49%
3S1	School Completion	16,772	16,966	77.00%	98.86%
4S1	Student Graduation Rates	16,744	16,966	76.50%	98.69%
5S1	Placement	13,055	17,204	53.00%	75.88%
6S1	Nontraditional Participation	20,783	66,939	21.50%	31.05%
6S2	Nontraditional Completion	1,615	6,373	11.00%	25.34%
Postsecondary					
1P1	Technical Skill Attainment	2,488	2,683	67.50%	92.73%
2P1	Credential, Certificate, or Degree	8,359	21,609	40.00%	* 38.68%
3P1	Student Retention or Transfer	17,306	25,781	46.00%	67.13%
4P1	Student Placement	11,165	23,591	35.00%	47.33%
5P1	Nontraditional Participation	15,496	56,721	21.00%	27.32%
5P2	Nontraditional Completion	1,082	5,263	16.00%	20.56%

The ADE/CTE manages all activities related to Perkins data collection and is responsible for ensuring compliance with the requirements and accountability assurances of Perkins IV. State staff monitors and reviews career and technical education program achievement levels through the Program Assessment Review (PAR) and other administrative systems. The ADE/CTE provides constant and ongoing professional development for both teachers and counselors. As such, these efforts have resulted in an increased level of awareness of career and technical education for parents, students and other stakeholders.

The ADE/CTE is working towards the establishment of a seamless State longitudinal data system. The intent of this data system is to increase the efficiency and effectiveness of data collection and to ensure the validity and reliability of data. Although the ADE/CTE State longitudinal data system is still in development, the ADE/CTE has been able to take the necessary steps to improve the validity and reliability of data.

The ADE/CTE has also demonstrated its efforts to improve technical skill and competency attainment levels in each program area. The ADE/CTE has consistently increased the number of technical assessments used throughout the State as new assessments are identified and new programs are developed.

Findings:

Finding #1: The ADE/CTE secondary local application failed to identify the levels of performance for each of the core indicators of performance.

Evidence: This determination was made after reviewing a random selection of ten secondary and five (5) postsecondary local applications for FY 2011, along with various monitoring and annual reports.

Relevant Sections of Legislation: Section 113(b)(4) of Perkins IV

Corrective Action Required: The ADE/CTE must revise its local applications to include local recipient's levels of performance. A revised local application template must be submitted to our office as soon as possible, but no later than Friday, September 23, 2011.

Finding #2: The ADE/CTE secondary local application failed to describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.

Evidence: The determination was made after reviewing a random selection of seven (7) secondary and five (5) postsecondary local applications for the FY 2011, along with various monitoring and annual reports. Additional ADE/CTE documentation revealed the existence of program evaluation protocols and practices, at both the State and local levels. However, these documents are separate from the local applications, thus making it difficult for the State to track each eligible recipient's progress towards its goals or objectives. Unfortunately, although the State has a comprehensive secondary and postsecondary data system with available online reports, eligible recipients are not identifying how they are evaluating their career and technical education programs to ensure continuous improvement in performance.

Relevant Sections of Legislation: Section 134(b)(7) of Perkins IV

Corrective Action Required: The ADE/CTE must revise its secondary local application to ensure that local recipients provide descriptions for how they will evaluate and continuously improve their performance. A revised local application template must be submitted to our office as soon as possible, but no later than Friday, September 23, 2011.

Suggested Improvement Strategies:

Strategy #1: The ADE/CTE may consider streamlining the secondary local application by incorporating the improvement plan and performance data into a single document. Currently, each component exists separately from one another. The isolation of each of these items may significantly hinder or limit the State's ability to effectively monitor local plan implementation and improvement. The State may consider using the postsecondary local application package as a model as it attempts to review and refine the secondary local application.

Strategy #2: The ADE/CTE may consider steps to improve local implementation plans so that goals, objectives, and activities correspond. A review of local implementation plans revealed instances where the improvement plan resembles a personal journal, with first person accounts of activities not relevant to local objectives and goals. In other instances, measurable outcomes do not necessarily correspond to intended objectives or goals. Similarly, there were also instances where cited activities could not be measured or validated by the State staff.

Strategy #3: The ADE/CTE is encouraged to assess the current practice of some eligible recipients to test students for technical skill attainment before they have successfully completed their career and technical education curriculum.

Strategy #4: The ADE/CTE may consider assessing the programmatic implications of the current reporting policy for core indicators addressing non-traditional participants and completers, especially in those cases in which a student has achieved concentrator status in two distinct fields of study. For example, a program of study (POS) reporting process may be impacted negatively if a student is reported in the non-POS cluster or pathway. Program performance may be affected due to data reporting protocol. A second example is to consider the following questions: How does the local recipient report a student who reaches concentrator status in two non-traditional fields; what is the policy and guidance from the state to the locals?

Strategy #5: The ADE/CTE may consider encouraging local recipients to use their performance data to assess program size, scope and quality, as well as subpopulation achievement levels. In times of financial constraints, it may be in the best interest of the State to establish guidelines for addressing program effectiveness, efficiency, and relevance.

Strategy #6: The ADE/CTE may consider evaluating subpopulation trends. For example, a comparison of 2007-2008 vs. 2008-2009 Consolidated Annual Reports (CAR) reflects a two-year down-ward trend for male students for the postsecondary education certificate, credential and degree indicator of performance (2P1). In both years, postsecondary male students have performed lower than the state agreed upon performance level. The State can utilize subpopulation trend data to inform planning and continuous improvement decisions, resulting in improved student outcomes and performance, particularly of male postsecondary students reported in 2P1.

E. Special Populations

Current Status:

The State's local applications contain assurances for funding eligibility that require districts to describe their program strategies for special populations. An annual local evaluation process is used to review the academic and technical development of all students, including special populations. These evaluations also review how equal access and nondiscrimination are addressed and how appropriate supplemental support services are provided for special populations.

The ADE/CTE analyzes State-level data to evaluate services and outcomes for each category of special populations and to determine strategies for improvement when necessary. State leadership and local funds are used to provide professional development to help ensure effective outcomes with special populations. Specific services are provided to special population students such as advising, counseling, tutoring, financial aid assistance, career exploration, accommodation, and other appropriate services.

Analysis of special populations' outcomes through performance measures data allows the State to identify the various levels of success and the need for improvement strategies. Local education agencies are required to comply with Perkins assurances and to accurately and timely report student level data that is used to evaluate progress in meeting the needs of special populations. The State Methods of Administration (MOA) team conducts required Office for Civil Rights (OCR) compliance reviews in five sites annually to review accessibility and outcomes for special populations, and makes recommendations to improve programs, services, and activities for these populations. In addition, the Arizona system of Program Assessment Reviews (PAR) examines and analyzes the level of accessibility accorded to special populations. As part of these processes, career and technical education State staff monitors and assists eligible recipients in implementing all assurances relating to special populations.

Secondary career and technical education programs are provided with rigorous and challenging instruction for both academic and technical courses for all students, including special populations. Because the vast majority of special population students in Arizona are mainstreamed, these students receive the benefit of rigorous program opportunities. Arizona's career and technical education programs use the same academic tests as NCLB to measure student performance.

At the postsecondary level, services provided for special populations are incorporated into the college catalogs and student handbooks. Students have an opportunity to identify their needs on enrollment forms, and efforts are made to encourage students with special needs to contact the college staff in order to receive the available services that can help them succeed in occupational or academic programs.

Finding:

No findings were noted

Suggested Improvement Strategy:

Strategy #1: The ADE/CTE is encouraged to review local implementation plans to ensure that goals, objectives, and activities associated with special populations are properly addressed. Strengthening measurable outcomes could lead the State to a sharpened vision as to what strategies are effective at the local level so special populations are more easily able to overcome barriers for program access and success in meeting local adjusted levels of performance.

F. Tech-Prep

Current Status

The ADE/CTE funds and provides leadership to eleven tech-prep consortia centered in community college districts. To assist these consortia, the ADE/CTE maintains a tech-prep coordinator who serves to strengthen consortium efforts to provide appropriate programs, services, and activities. The State supports eleven local tech-prep directors who oversee local programs and provide leadership in the State's articulation efforts.

The ADE/CTE uses a formula process to allocate funds to its consortia. Consortia projects receive a \$120,000 minimum award and may receive additional funds based upon one or more of the following criteria: (1) secondary tech-prep enrollment by consortium; (2) secondary tech-prep concentrators/completers that have transitioned to postsecondary education; (3) postsecondary tech-prep enrollment; and (4) the total number of performance measures achieved. Also, the State awards funds to selected consortia to provide services to all State consortia.

Consortia applying for funds must annually complete a form that requires each project to set objectives for each of the priority components identified by the State. The identified priorities or the Arizona Tech Prep Indicators of Quality include the following:

- Articulated programs of study;
- Professional development;
- Partnerships;
- PIE2 (Providing Information on Education and Employment);
- ACCESS (A Comprehensive Commitment to Equality for Student Success); and
- CIA (Continuous Improvement Accountability-Evaluation).

The State maintains a tech-prep website to ensure that tools and resources are available so consortia can deliver quality instruction and develop articulated programs between secondary and postsecondary institutions.

Finding:

Finding #1: The ADE/CTE funded tech-prep consortia that failed to adhere to the definition of an articulation agreement linked to credit transfer agreements.

Evidence: The determination was made after reviewing documentation provided by the State and conferring with tech-prep program staff. The ADE/CTE funds tech-prep consortia using a “curricular flow,” which is a signed agreement between secondary and postsecondary institutions acknowledging the presence of a program of study; however, this type of agreement does not result in an earned credit for a participating student. A second type of articulation is embodied in the “reverse credit” agreement. Under this type of agreement, a course taken and completed a postsecondary institution can be applied toward a high school diploma if the student so petitions. However, neither the “curricular flow” nor the “reverse credit” agreements meets the definition of an articulation agreement found in Perkins IV.

Relevant Sections of the Legislation: Sections 3(4)(B)(ii) and 203(c)(3)(B)(ii) of Perkins IV

Corrective Action Required: The ADE/CTE must establish policies and procedures that ensure tech-prep consortia use articulation agreements predicated on the requirements of Perkins IV. The articulation agreements must embody the credit transfers for participating students. The ADE/CTE shall submit the policies and procedures to our office by Friday, September 23, 2011.

Please note that States funded under the Act did not receive new Tech Prep grants under Title II of Perkins IV for the program year beginning on July 1, 2011, because the Full-Year Continuing Appropriations Act, 2001, (Continuing Resolution), did not make Fiscal Year (FY) 2011 funds available for this purpose. Therefore, if the ADE/CTE has no remaining Title II grant funds or opts to consolidate its Title II carryover funds with its Title I funds, then the above Tech Prep program finding and corrective action will be considered closed. However, if the ADE/CTE has remaining funds (unobligated/carryover) and chooses to continue Tech Prep programming, then it must address the above Tech Prep program finding and corrective action as well as adhere to the requirements of the attached OVAE Program Memorandum – FY 2011, to State Directors of Career and Technical Education, regarding an extension of time to submit documents and instructions regarding the July 1, 2009 and 2010 grants for Title II. Please see instructions attached to the program memorandum entitled, “Instructions Regarding the July 1, 2009 and 2010 Grants for Title II, Tech Prep Education, under the Carl D. Perkins Career and Technical Education Act of 2006”—particularly pertaining to reporting accountability data and other requirements for Consolidated Annual Reporting (CAR), specifically, reporting the Financial Status Report (FSR) within the CAR.

Suggested Improvement Strategies:

No improvement strategies were noted.

G. Programs of Study

Current Status:

The ADE/CTE’s programs of study (POS) are designed to meet the requirements of the Perkins IV legislation. The State’s POS undergo a rigorous approval, implementation, and assessment process and meet the intent of the statute with respect to the required critical elements. Most notable, over 50 percent of programs provide dual or portable credits. Tech-prep will, for the time being, continue to function as an overarching strategy that supports articulation and curriculum alignment between secondary and postsecondary levels at both course and programmatic levels.

The ADE/CTE has developed and implemented comprehensive process to review and evaluate all POS. The State has appropriate procedures and policies in place to guide program of study development and implementation that meets current legislative requirements and with strong consideration to future policy as pertains to OVAE’s 10-component framework. The State is moving to fully integrate OVAE’s 10-component frameworks across all programs of study, thereby creating a strong link between past-performance, as exemplified through tech-prep, while planning for future continuous program improvement.

Findings:

No findings were noted.

Suggested Improvement Strategies:

Strategy #1: The ADE/CTE is encouraged to develop a strategic plan for enhancing and maximizing secondary collaboration with postsecondary institutions to provide maximum transition opportunities in all program areas. Specifically, the State should consider expanding articulated and portable credits, particularly as the ADE/CTE assesses its current programs of study with respect to operating partnerships.

Strategy #2: The ADE/CTE should explore whether structural elements within programs of study at the secondary level are contributing factors to declining enrollment at the postsecondary level. For example, the State may consider such elements as the lack of adequate program entry and exit points, articulated credit, and/or transitional alignment as contributing to declining numbers in program enrollments transitioning from secondary to postsecondary programs.