



Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007

.
.
.
.
.
.
.

Career and Technical Education

**Consolidated Annual Report
(CAR) for FY 2011**

.....

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





UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION

MAR 15 2012

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

Dear Mr. Lamer:

We are pleased to inform you that the Division of Academic and Technical Education (DATE) has reviewed and approved your state's December 31, 2011, 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) 2010-11—the fourth program year under the Perkins IV legislation.

DATE staff reviewed state's CAR submissions from January 3–March 9, 2012. The review team for your state's submission included your Program Administration Liaison (PAL) and Regional Accountability Specialist (RAS). 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).

The review team noted that your state failed to meet, for two or more consecutive years, its performance levels for one or more of the section 113(b) core indicators of performance by the 90 percent threshold allowable under section 123(a)(1) of Perkins IV. Your grant July 1, 2012, Perkins grant awards will describe our office's plans to be of greater assistance to you in making substantial progress on your core indicators in the future.

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202
www.ed.gov

On behalf of the entire division, thank you for taking the time and effort to develop and submit a comprehensive CAR report. The information you provided will be valuable to us as we review your state plan revisions and budgets for your Fiscal Year (FY) 2012 Perkins IV grant awards, the submission for which is due to our office by March 20, 2012.

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 FOR THE CONSOLIDATED ANNUAL REPORT UNDER THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)

1. Recipient Organization (Name and Complete Address, Including Zip Code)

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

2. Period Covered By This Report

From: 07/01/2009

To: 09/30/2011

3. PR/Award Numbers:

Basic Grant to States: V048A100003A
 Tech-Prep Education: V243A100003

4. Title II Consolidation:

The State has not consolidated any of its Title II grant with its Title I grant during the program year covered by this report.

5. State Career and Technical Education (CTE) Director Information:

Name: Dr. Marv Lamer
 Title: Associate Superintendent
 Agency: Arizona Department of Education
 Telephone: 602-542-4288
 E-Mail: Marv.Lamer@azed.gov

6. Remarks:

0

7. Certification:

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)¹, and performance data, is accurate and complete. I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my State has met at least 90 percent of its agreed upon State adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the State must submit a program improvement plan as required in section 123(a)(1) of Perkins IV. I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit

State CTE Director Signature or PIN: Mark Hamilton
 Date: 12/12/2011

8. Lead Individuals Completing This Report:

Narrative Performance Information	Name	Helen Bootsma
	Title	Development and Innovations Director
	Agency	Arizona Department of Education
Financial Status Reports	Name	Ted Davis
	Title	Grants Services Director
	Agency	Arizona Department of Education
Performance Report	Name	Helen Bootsma
	Title	Development and Innovations Director
	Agency	Arizona Department of Education

9. Lead individual who may be contacted to answer questions about this report:

Name: Mark Hamilton
 Title: Deputy Associate Superintendent of CTE
 Agency: Arizona Department of Education
 Telephone: 602-542-3437
 E-Mail: Mark.Hamilton@azed.gov

The State Board of Vocational and Technological Education in Arizona is authorized to receive and distribute Carl D. Perkins funds. The State Superintendent of Public Instruction is authorized to direct Career and Technical Education (CTE) staff to carry out the functions and administration of the funds to secondary and postsecondary eligible recipients.

During 2010-2011 the Arizona Department of Education (ADE) administered Carl D. Perkins funds to the following eligible recipients:

- 109 Secondary Local Eligible Agencies (LEA)
 - 2 are Bureau of Indian Education
 - 3 are Charter Districts
- 1 Joint Technical Education District (JTED)
- 10 Postsecondary Local Eligible Agencies
- 11 Tech Prep Consortia

Secondary Student Definitions

Secondary CTE Participant - 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.

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

Postsecondary Student Definitions

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

Postsecondary CTE Concentrator - 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 time frame. (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.

A. Required Use of Funds:

1. Conducting an assessment of the career and technical education programs funded under *Perkins IV*;

Using Perkins Leadership dollars, Arizona provided various services throughout the state during 2010-2011 to benefit CTE programs and students, including special populations. Per Perkins requirements, those programs encompassing high skill, high demand and high wage occupations direct the list of state-approved CTE programs offered statewide. 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 of these programs and student success in these 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 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 target programs and LEAs that need technical assistance. The reports are also used by LEAs to focus on improvements and target their local Perkins funds. The accountability/data system is developed, implemented and improved utilizing Perkins Leadership dollars as overseen by Arizona CTE staff. This initiative has a positive impact on the improvement of Arizona's CTE programs.

Arizona has continued to use Leadership funds for assessment item analysis and improvement in 51 CTE program areas. LEAs are expected to assess their eligible students in the CTE Skill Standards 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 the program, school, LEA, and JTED level for use by state and local staff to assess for necessary program improvement.

Leadership dollars were also expended to support onsite visits and reviews of CTE programs, including program approval and technical assistance visits, as well as the Program Assessment Review (PAR) with selected LEAs particularly targeting at-risk LEAs. The PAR evaluation rubric is available at www.azed.gov/career-technical-education/forms/#ProgramAssessment. Additionally, site visits focused on other aspects of technical assistance, such as strategies to assist special populations and monitoring functions to further direct program approval, evaluation and improvement.

2. Developing, improving, or expanding 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 38 programs and additional options on the CTE Program List (see page 19). The Arizona 2010 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, 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.

Through a partnership with Maricopa Community College District's National Center for Teacher Education, ADE CTE is a participant in the Achieving Technological Literacy in Arizona for Students and Teachers (ATLAST) project supported by the National Science Foundation's Advancing Technology in Education Program. ATLAST is a project focused on increasing technological literacy in secondary education. The grant focuses on the teachers and students who participate in the CTE Education Professions program. This project provides teachers and future teachers with the knowledge and skills needed to prepare students for an increasingly technology-driven society. From July 2010 to June 2011, the ATLAST project offered four workshops and a three day summer institute for Education Professions teachers and students focused on Digital Storytelling. These interactive professional development activities introduce teachers and student teams to technology-based tools such as mobile smart boards and smart pens utilizing blended learning techniques. Teachers and students learn about and explore collaborative applications that can be used to teach the Common Core State Standards (CCSS) in CTE courses. Training activities focus on the development of a lesson or activity that can be implemented in CTE classrooms. Additionally, the Project Coordinator provided participants from across the state individual guidance throughout the year, including technology assistance and site visits; presentations at state and local conferences; as well as access to a project website at www.atlastproject.com.

The ADE Information Technology (IT) and CTE staff, in partnership with Arizona State University (ASU) Workforce Education Development Office (WEDO), continues to expand the Online Assessment System. CTE and ASU provided multiple webinars using the CTE Assessment System Administration Guide to train CTE and LEA personnel in the implementation and use of the online Arizona Skill Standards Assessment System. Additional webinars were provided to these groups with instruction on how to access the assessment results and analyze student performance. Based on feedback and questions from the field, training modules have been developed and posted on the CTE website to provide specific answers to continue to improve implementation.

Two of the monthly CTE Local Directors/Administrators meetings were conducted via webinar. This was provided in order to model some of the strategies for virtual learning to be applied at the LEA, school and classroom level.

The Early Childhood Education (ECE) program has developed a virtual site through IDEAL ASU for ECE teachers to access industry standard curriculum, classroom resources, networking opportunities and professional development. ECE teachers were introduced to the site at the Arizona Association for Career and Technical Education Conference, and a pilot project with a selected group of ECE teachers was conducted with the assistance of a contracted project director and researcher to further develop and refine the contents, process and outcomes.

CTE also provides statewide technical assistance to improve LEA participation in the online Enrollment and Performance Measures System. CTE continues to foster the use of technology for accurate and timely data reporting. Training sessions in computer labs were conducted across the state, in the spring and fall, and in the summer during the Arizona CTE/ACTE Conference. 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.

3. Offering professional development programs, 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;

Professional development activities were executed with partnerships through Interagency Service Agreements with ASU and the University of Arizona. Community colleges, private schools and industry settings provided additional support and resources in partnership with Arizona CTE. Topics offered were curriculum enhancement and development, building industry and community partnerships, technical skills assessment development and evaluation, career guidance and counseling, academic integration and expanding the use of technology. 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. Attending industry conferences and viewing work environment were utilized as a strategy for industry updating program instructors as well as strengthening business partnerships. The CTE instructors involved in these professional learning activities were sponsored by Arizona ACTE to develop or expand lesson plans addressing current industry skill requirements to use in CTE programs statewide.

Collaboration between math and CTE teacher-teams was sustained through the AZ Math-in-CTE Project. Additional sessions led by Senior Consultants from the National Research Center for Career and Technical Education (NRCCTE) were conducted during 2010-2011 to allow the teacher-teams to teach, refine and math enhance their lesson plans. A formal presentation on the project was provided at the winter Local Director's meeting by one of the participating CTE/Math teacher teams.

Business and Marketing Education teachers teamed up with a math partner to participate in the NRCCTE Math-in-CTE model using a facilitation team from Arizona, trained through the AZ Math-in-CTE project. The time frame was abbreviated to allow teams to explore as an introduction as well as provide opportunity for Business and Marketing instructors to begin training as future facilitators for the following school year when expansion of the project would occur.

ADE CTE, Arizona Tech Prep, and Career and Technical Student Organizations (CTSOs) collaborated to sponsor the Arizona CTE/ACTE Conference to support the mission/vision of CTE in Arizona as well as provide a venue for continuous professional development. The 2010 annual Arizona CTE/ACTE Conference was attended by over 1200 professionals representing education, business and industry, and government.

Comprehensive professional development was offered for school teams comprised of career guidance and academic counselors, administrators and/or special populations personnel at the secondary and postsecondary levels. CTE and the Arizona School Counselor Association (AzSCA) hosted county/regional full-day counselor workshops in 2010-2011. The workshops were designed to support current Arizona educational initiatives which will guide students in planning their secondary and postsecondary career and educational decisions, leading to post high school career and college readiness.

CTE offered the Arizona Career Information System (AzCIS) in conference sessions and on-site technical support training. 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. New tutorials and a training manual were designed to support use of the online career and education planning system.

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.

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

- Program development, labor market need and industry certifications in the field of power plant and nuclear power plant operations and maintenance.

- Overview of Science, Technology, Engineering, and Mathematics (STEM) projects for Engineering in three rural community colleges all funded by the National Science Foundation.
- An Early College Academy at a rural college that provides students with a seamless pathway from middle school through community college with articulation to the three state universities.
- Weatherization and energy program delivery for emerging jobs in energy made possible through a State Energy Sector Partnership Grant. The presenting college shared the weatherization curriculum with all Arizona community colleges.
- ADE session led by the director of the grants management ADE staff to familiarize community college administrators with state and federal audit requirements and best practices for colleges.

During the AOAC Annual Conference, professional development activities involved a series of topics covering:

- Enrollment through completion of courses
- Redesign for delivery of developmental math using a modular approach
- New Shared Unique Number System (SUN System) for college and higher education courses at all state institutions
- Data quality
- Online tutoring
- Perkins grant application strategies

4. Providing 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;

Arizona used Perkins Leadership funds to expand the identification and delivery of academic skills in CTE programs. To complete this task ADE CTE partnered with ASU WEDO to provide leadership on this initiative.

In June 2010 Arizona adopted the Common Core State Standards (CCSS) in Mathematics and English Language Arts. These standards must be fully integrated in Arizona high schools by 2013-2014 since assessment will begin in 2014-2015. This will be a challenging transition for Arizona high schools.

In response to the increased mathematics expectation for high school students, Arizona has developed a new validation process to identify the CCSS Mathematics standards delivered in CTE programs in partnership with ASU. A new matrix will be available soon. The matrix provides the research base for LEAs to enhance their curriculum to deliver mathematics standards. Professional development and implementation training is also provided based on the research.

Arizona CTE also used Leadership funds to continue the partnership with the NRCCTE to provide professional development through the Math-in-CTE Model. This model of academic integration into 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 2010-2011 AZ Math-in-CTE teacher-teams representing Automotive Technologies and Construction Technologies programs continued collaborating in their local high school/LEA partnership. These CTE and mathematics teacher-teams expanded their expertise by adding five additional work sessions scheduled throughout the school year. They developed and practiced additional math-enhanced lessons for their programs utilizing the seven element pedagogic framework. A team from this group presented at the CTE Directors' meeting in order to increase interest for the following school year.

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. As a result, a second project was launched for Business Education and Marketing teachers during 2010-2011. A teacher-team from the initial AZ Math-in-CTE project facilitated the new project. New planning and commitments to four additional projects by Arizona CTE were completed with specific geographic areas targeted as well as specific program areas to begin in 2011-2012.

5. Providing 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;

Arizona continues to utilize \$60,000 of Perkins State Leadership funds to support preparation for students in nontraditional (NT) fields in current and emerging professions of high skill, high wage occupations. This funding once again supported the partnership with the Southwest Institute for Research on Women (SIROW) at the

University of Arizona. This program provided gender equity and NT career education workshops, training and classes statewide. Services included:

- Providing CTE professional development opportunities and resources to (primarily) Arizona secondary school educators;
- Coordinating NT events with other partners that provide opportunities for students to participate in NT academic and technological experiences; and
- Providing information and workshops to staff and students (including special populations) that will increase enrollment and retention in CTE courses that lead to NT careers in high skill, high wage occupations.

Funding focused on support of performance measures attainment for NT participation and retention. Extensive outreach was conducted and services were targeted to those LEAs and programs not meeting NT measures, but additional LEAs/programs were served as well, including programs supporting current and emerging professions of high skill, high wage occupations, such as Engineering and Bioscience. SIROW staff facilitated more than 175 presentations to over 10,000 students on gender and NT CTE courses and careers, and sexual harassment prevention. Fourteen workshops were conducted to over 250 faculty/staff that focused on recruitment and retention techniques for NT students in CTE. In Arizona, special populations students are mainstreamed into CTE programs, so all students including special populations have benefitted from these programs and services and are provided accommodations as appropriate to help insure success.

Additional partnerships, such as Upward Bound, and partners at various community colleges, were facilitated to promote NT success. SIROW staff also provided the opportunity for Arizona educators to participate in two online courses for professional development hours--Nontraditional Careers 101 and 102--to receive continuing education units through the University of Arizona. Ten educators participated in these online courses, and efforts are being made to increase enrollment numbers for 2012.

SIROW staff also participated in the Women in Science and Engineering (WISE) mentoring program and assisted with the Expanding Your Horizons Conference for high school students at the University of Arizona. These activities allowed high school girls to try out experiences in fields where females are underrepresented and to meet with professional women role models to learn more about their careers, and enabled SIROW staff to provide outreach services to these NT students and promote NT careers.

6. Supporting 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, or complete career and technical programs of study;

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 2010-2011, examples of CTE partnerships are:

- ASU WEDO and the University of Arizona to provide professional development opportunities to CTE teachers, validate program standards, and build effective program assessments.
- 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.
- Partnership with Center for the Future of Arizona Pathways Initiative to coordinate with community colleges and state universities to align initiatives to facilitate the development of Programs of Study.
- Flinn Foundation to participate in the state's initiative to "build a biosciences pipeline" beginning with developing effective CTE biosciences programs in high schools.
- Focused partnerships with the University of Arizona Bio-5 to develop a Program of Study for biosciences. 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 ASU Poly-Technical Institute to develop 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 Community College District (MCCD) and the National Science Foundation (NSF-3 year grant) on Externships, Curriculum/Skills Development and Outreach including Career Awareness, Exploration and Preparation.
- Arizona Technology Council Board of Directors and committees. Participating on the Workforce Development and Education committees to raise student achievement at the secondary and postsecondary level, articulation agreements between secondary and postsecondary and workforce opportunities in the myriad of high tech statewide industries including Engineering, Manufacturing, Aerospace and Robotics.
- The Arizona Manufacturing Council, 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.
- "Dream It Do It". Arizona's Maricopa County is one of 18 sites nationally that have been selected by the National Association of Manufacturers to make manufacturing/advanced manufacturing, robotics and engineering an "Industry of Choice". This ongoing campaign focuses on education, industry and state government working cohesively together to produce Arizona's future workforce.
- US Department of Labor Grant, working in collaboration with business and industry, secondary and postsecondary education, Local Workforce Investment Boards, One-Stop Centers, Trade Associations and Unions to train/retrain individuals in green, renewable and sustainable careers.
- Statewide Solar Initiative, planning among Arizona/Greater Phoenix SCORE and small business community on social media events to assist entrepreneurs and small business owners in the start up and expansion of their operations.
- Governor's Council on Workforce Policy involves the Arizona Departments of Education, Economic Security and Commerce 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.
- Hotel and Restaurant Management (HRM) national board and council position. A partnership between ADE, CTE, business and industry nationwide and Northern Arizona University's School of HRM to develop curriculum, Programs of Study, articulation between secondary and postsecondary education to produce the industry's future workforce.

7. Serving individuals in state institutions;

During 2010-2011, using Perkins Leadership dollars, Arizona continues to serve youth in specific state juvenile correctional facilities, through 1% allocation of the state secondary Perkins funding to the Arizona Department of Juvenile Corrections (ADJC). A modified local plan/application process as well as performance measures appropriate for this population and setting determine the direction and outcomes of this funding, per Perkins requirements.

ADJC offers seven CTE programs and utilizes a full-inclusion model which includes specific services and accommodations for special populations and follows the student's Individual Education Plan (IEP). Goals attained are summarized as follows:

- Fully certified CTE teachers are utilized.
- Multiple assessment strategies measure student academic attainment.
- 59% of students demonstrated gains in both reading and math.
- Assessments determine lesson planning, classroom accommodations and/or follow up consultation with Special Education personnel and/or Reading coach.
- Co-teaching occurs to integrate academics into CTE.
- Professional development provides strategies and techniques for new technology such as Instructional TV distance learning and new green technology programs.
- Students (as appropriate) participate in work furlough programs through partnerships with forest service and state parks. (Some students actually participated in the line crew for the Willow Fire.)
- Transition coordinators have determined that overall placement rates are 74% in employment and 29% in postsecondary placement.
- Career counselors work with all students to assist with career pathways and CTE courses.
- All students participate in a career opportunities program using AzCIS and American Careers curriculum, as well as other materials, and meeting with transition, industry and community outreach personnel through their counselors to create a career plan and portfolio for each student.
- Professional development also provides teaching and assessment strategies, CTE information and training, counselor training, and integration of academics into CTE.
- Postsecondary partnerships have been developed to support Programs of Study in areas such as Culinary, NCCER, and Fire Science.

CTE offers support and free resources to secure care facilities for career and academic planning. AzCIS is provided to all juvenile secure care locations via DVD or with secure internet protocols. ADE CTE offers technical support and needed documents to help with this resource.

8. Providing support for programs for special populations that lead to high skill, high wage and high demand occupations; and

Arizona's CTE program offerings reflect high skill, high wage and high demand occupations. They are determined by analyzing Arizona's labor market data, while incorporating academic and technical skill requirements as well (see Permissible Activities #17). In Arizona, special populations students continue to be mainstreamed into all CTE programs, so all CTE students including special populations are afforded opportunities and support for success in these programs which support high skill, high wage and high demand occupations. ADE CTE has provided leadership to LEAs, through Perkins funds, to ensure 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 along with other students participate in the online technical skills assessments utilizing accommodations as appropriate, such as a quiet testing area, readers for the assessment, or Braille adaptation. Assessment performance results are analyzed to determine strengths and weaknesses in the students' attainment; teaching strategies and lesson plans are modified as necessary based on these results.

In addition, each LEA reports participation and success of CTE special populations attainment through the annual Desk Monitoring Document and other monitoring vehicles. If results are low, LEAs must create an improvement plan to analyze, remedy and improve services for special populations. Also, in the LEA Annual Local Evaluation process, representatives of special populations must be included to help ensure the success of special populations students.

Statewide Leadership dollars support these services through data collection, workshops, and staff providing ongoing technical assistance in specific program-related workshops and on topics such as Career Information Services, Nontraditional Participation and Retention, Classroom Management, Academic Integration in CTE, Using CTE Assessment Results to Drive Instruction, and Transition Services. This 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.

9. Offering technical assistance for eligible recipients.

State Leadership dollars continue 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 Information staff - financial and management and information systems, such as enrollment, concentrator and participant reporting.
- Career and Technical Student Organization (CTSO) staff - conferences and specific CTSO organization and program issues.
- Development and Innovation staff - data quality and analysis, including online technical assessments, technical skill attainment, program evaluation and improvement, and postsecondary articulation.
- Federal Basic Grant staff - Perkins Basic Grant application, required components and implementation, and onsite Civil Rights compliance visits.
- Career Pathways staff - specific program direction for all 38 programs, program approval and improvement, professional development and career and guidance counseling.

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 measures attainment. Arizona CTE staff also provided six technical assistance meetings conducted for all LEA CTE administrators.

Program Assessment Reviews (PARs) were conducted to provide monitoring and technical assistance to several LEAs based on high at-risk factors. CTE staff teams worked with those LEAs to review programs and systems and recommend strategies for improvement. Webinars were conducted to provide technical assistance on data reporting, 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.

During 2010-2011 ADE CTE conducted site visits with nine community college LEAs at 13 college locations. During these site visits the colleges provided a CTE overview and a tour of program facilities. Technical assistance was given in the following areas:

- Overview of performance data for all Arizona colleges with emphasis on 2010-2011 improvement and challenges for 2011-2012.
- Emphasis on individual college performance data and strategies for improvement.
- Review of measurement definitions with expectations for the future.
- Explanation of the 2012 Arizona CTE Program List and the requirement that postsecondary programs receiving Perkins funding must match to four digits with secondary CIP codes to facilitate delivery of Programs of Study.
- Description of requirements and rationale for quality Programs of Study.
- Identification of appropriate assessments on the CTE Online Industry Assessment System available for community college use.
- Comprehensive chart of industry certifications and licensures used by all community colleges in Arizona as well as those identified through research at ADE.
- Review of programs on the CTE Program List that are considered gender nontraditional.
- Approval of fiscal and program applications with review of criteria used during approval process.
- Expectations for upcoming fiscal and programmatic monitoring visits.

The Arizona 2010 Annual CTE Summer Conference, in partnership with Arizona ACTE and Arizona Tech Prep, provided one week of professional development/technical assistance opportunities for approximately 1200 CTE educators. The conference included 288 sessions focusing on topics such as Perkins legislation updates, data collection/reporting, trade show and expo, technology, CTSO sessions, conference strands addressing each CTE program area, administration, interdisciplinary, postsecondary and Tech Prep. Nationally known speakers such as Dr. James Stone and Dr. Carolyn Warner presented visionary CTE leadership, motivation, and information to strengthen CTE direction and results in Arizona.

B. Permissible Activities Include:

1. Improving career guidance and academic counseling programs;

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. 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. CTE hosted AzCIS training workshops for teachers, guidance counselors, career specialists, and secure care personnel to improve career and academic guidance services in using the AzCIS system. To enhance services, an AzCIS Training Guide, online tutorials, and supporting documents were developed to enable the end users to use AzCIS more efficiently within their schools.

To enhance career guidance and academic counseling, the State Career Guidance Counselor Supervisor offered a variety of on-site technical assistance, regional trainings, and PAR team visits. LEAs were offered guidance or resources so that they could better guide students in making career and educational decisions. CTE in partnership with the Arizona School Counselors Association offered a variety of workshops so that stakeholders are more informed for student career and educational advisement and guidance.

2. Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students;

The Perkins grant recipients, including secondary, postsecondary and Tech Prep consortia have collaborated with partners in establishing articulation agreements. These agreements provide postsecondary education and training opportunities for students. Goal 9 of the Arizona Perkins secondary grant application and Goal 10 of the postsecondary Perkins grant application each specifically addresses articulation. The goals 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 Tech Prep, to acquire postsecondary education credits." Curricular Flow agreements were developed utilizing the Tech Prep consortia which conduct articulation activities that connect secondary and postsecondary instructors and points of contacts 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 Curricular Flow agreements also include a "for credit" element that allows the student to earn postsecondary credit. Arizona has increased the number of transcripted dual or reverse credits available to Tech Prep students.

3. Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs;

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.

4. Supporting career and technical student organizations;

Arizona supports seven CTSOs including FFA, FBLA, HOSA, FCCLA, DECA, SKILLSUSA and FEA. Funding support comes from the state estimated to be \$1.2 million for CTSO activities which includes a portion of Leadership dollars. During 2010-2011 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 seven CTSO Chapter Advisors, ten chapter officer trainings, seven curriculum integration events, 21 state and regional conference activities, and engagement of business and postsecondary partners in all CTSO activities.

5. Supporting public charter schools operating career and technical education programs;

Arizona public charter schools are eligible for the same resources and services to support CTE as non-charter public schools. During 2010-2011, three public charter schools participated in the Perkins Basic Grant process offering a variety of CTE programs. Charter school teachers and staff received the same technical assistance and professional development opportunities as the non-charter public schools.

6. Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;

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 dollars 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 was conducted in partnership with ASU WEDO and Corporate Education Consulting, Inc. in conjunction with the Arizona Chamber of Commerce & Industry and Arizona Joint Technical Education Districts. The entire report to the Arizona Skill Standards Commission "Listening to the Voices of Arizona Business & Industry" was completed in May 2011. The draft standards and measurement criteria were developed based on the results of regional focus groups conducted in the spring of 2011. They were then presented to the Commission for review and adopted in July 2011. The report in its entirety is available on the ADE CTE website at www.azed.gov/career-technical-education/files/2011/12/workplaceemployabilityskillsreport.pdf.

7. Supporting family and consumer sciences programs;

N/A

8. Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels;

N/A

9. Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education;

N/A

10. Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV;

N/A

11. Providing activities to support entrepreneurship education and training;

N/A

12. Providing career and technical education programs for adults and school dropouts to complete their secondary school education;

ADE CTE provides support, webinars, and tutorials for using the AzCIS system to the Rehabilitation Services Administration, Career One Stop Centers and Arizona Public Libraries.

13. Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs;

N/A

14. Developing valid and reliable assessments of technical skills;

The Arizona CTE Assessment System was conceived in 2006 in response to state and federal legislation requiring students to pass an end-of-program assessment leading to industry certification. Using State Leadership funds Arizona CTE forged a partnership with ASU WEDO. The Arizona Skill Standards Commission oversees the Arizona CTE Assessment System.

This past year over 600 business and industry representatives, teachers, and administrators were directly involved in various facets of technical skill assessment development. These individuals served in leadership roles including validating standards and continued work on test item development. The CTE Teacher Institutes were conducted during June 2011 for CTE teachers to be actively engaged in reviewing and editing assessment items. Test items

were edited and new test items were prepared during the meetings to ensure statistically valid assessments in 51 CTE programs/options.

The Arizona CTE Assessment System certifies and documents technical skill attainment of industry-validated technical knowledge and skills through the online assessment system. The web-based tool allows students to take practice assessments quickly and easily at the end of each semester. The immediate feedback after the practice assessment provides teachers individual student and classroom formative assessment results to use for improving programs. The final assessment results are used for state and federal reporting purposes. Over 16,000 students participated in the online assessment during Spring 2011. Over 12,000 certificates and student skill attainment transcripts were issued by the Arizona Skill Standards Commission at the completion of the Spring 2011 testing window.

15. Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;

ADE CTE supports IT programming staff to develop and enhance the CTE Secondary Online System for reporting disaggregated CTE information by the LEAs. This online system collects data and prepares reports used to analyze secondary academic and employment outcomes.

16. Improving 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; and

The current ADE CTE K-12 Certification process allows for the equivalent of six 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. 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.

New teacher induction and support was provided by the Career Pathways' State Supervisors at the 2010 Arizona ACTE 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. In addition, one goal on the Basic Grant application asks LEAs to address their strategies for recruiting and retaining CTE teachers.

17. Supporting occupational and employment information resources.

The 2010-2011 CTE Program List is based on Arizona Labor Market Information provided by the Arizona Department of Commerce Research and Administration Division. It includes data on current job openings, wages and ONET data for all available SOC codes. The research included the crosswalk to Classification of Instruction Programs. 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.

Progress in Developing and Implementing Technical Skill Assessments

1. The program areas for which the state had technical skill assessments:

Students took both the practice and the final end-of-program assessments in 51 program/option areas in 2010-2011. During the 2011 Spring testing window, almost 16,000 students participated in the Arizona CTE Online Assessment System by taking their final assessment.

Data for technical skill attainment for Core Indicator 2S1 was obtained from the results of the end-of-program assessments for eligible concentrators in the following 51 areas:

2010-2011 End-of-Program Assessments with Technical Skill Attainment Data

CIP	Program/Option	CIP	Program/Option
52.0300.0	Accounting and Related Services	52.1800.5	Entrepreneurship Option D
46.0400.2	Advanced Construction Technologies Option A	01.0100.0	Environmental Service Systems Option G
52.1800.3	Advertising and Public Relations Option B	52.1900.2	Fashion Design and Merchandising Option A
01.0100.9	Agribusiness Systems Option F	52.0800.0	Financial Services
47.0600.5	Aircraft Mechanics Option D	43.0200.0	Fire Service
01.0100.4	Animal Systems Option C	52.0900.0	Hospitality Management
15.1300.2	Architectural Drafting Option A	52.1900.3	Interior Design and Merchandising Option B
50.0100.3	Arts Management Option B	51.0800.3	Laboratory Assisting Option B
48.0500.2	Automation/Robotics Option A	43.0100.0	Law, Public Safety and Security
47.0600.3	Automotive Collision Repair Option B	15.1300.4	Mechanical Drafting Option C
47.0600.2	Automotive Technologies Option A	51.0800.6	Medical Assisting Services Option E
41.0100.3	Bio-environmental Option B	01.0100.5	Natural Resources Systems Option D
41.0100.4	Bio-innovations Option C	15.1200.3	Network Technologies Option B
41.0100.2	Bio-medical Option A	51.1600.0	Nursing Services
52.0200.0	Business Management and Administrative Services	51.0800.2	Pharmacy Support Services Option A
52.0400.0	Business Operations Support and Assistant Services	01.0100.3	Plant Systems Option B
46.0400.4	Cabinetmaking Option C	48.0500.3	Precision Machining Option B
46.0400.3	Carpentry Option B	52.1800.2	Professional Sales and Marketing Option A
15.1200.2	Computer Maintenance Option A	15.1200.4	Software Development Option C
12.0500.0	Culinary Arts	51.0800.5	Sports Medicine and Rehabilitation Services Option D
13.1210.0	Early Childhood Education	51.0900.4	Surgical Technician Option C
13.1200.0	Education Professions	50.0100.2	Technical Theatre Option A
15.1300.3	Electronics Drafting Option B	51.3500.0	Therapeutic Massage
51.0900.3	Emergency Medical Services Option B	15.1200.5	Web Page Development Option D
15.0000.0	Engineering Sciences	48.0508.0	Welding Technologies
52.1800.4	Entertainment Marketing Option C	52.1800.2	Professional Sales and Marketing Option A

In summary, at the secondary level Arizona continues to implement valid and reliable assessment procedures to measure technical skill attainment.

At the postsecondary level, Arizona has 1P1 technical skill attainment data in 44 program/option areas. It is challenging 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. However, extensive technical assistance and dialog with postsecondary constituents has resulted in the implementation of strategies for retrieval of assessment results positively impacting valid and reliable numbers reported as assessing and attaining technical skill.

ADE CTE continues to utilize industry assessments resulting in certifications, licensures or credentials. However, 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 2010-2011 the Arizona CTE Online Assessment was used by two community colleges to assess Architectural Drafting and Mechanical Drafting students.

The chart below identifies all programs for which community colleges assessed students for technical skill attainment:

2010-2011 Postsecondary Programs with Technical Skill Attainment Data

CIP	Program	CIP	Program
01.0100	Agribusiness	47.0609	Avionics Technology
10.0300	Graphic Communications	48.0508	Welding Technology
10.0200	Multi Media Technologies	49.0102	Air Transportation Pilot
11.0901	Cisco Networking Technology	49.0199	Air Transportation
12.0401	Cosmetology	49.0202	Heavy Equipment Operations
12.0503	Culinary Arts/Chef Training	51.0601	Dental Assisting

CIP	Program	CIP	Program
13.1200	Education and Training: Education Professions	51.0602	Dental Assisting – Hygiene
13.1299	Education and Training: Education Professions – Sign Language Interpretation	51.0801	Allied Health Services – Medical Assisting Services
13.1210	Early Childhood Education	51.0805	Pharmacy Technician
15.1200	Information Technologies – Network Technologies	51.0899	Medical Laboratory Assistant
15.1300	Drafting and Design Technology	51.0904	Allied Health Diagnostic and Intervention Technologies – Emergency Medical Paramedics
41.0100	Bioscience	51.0908	Diagnostic and Intervention Technologies – Respiratory Therapy Technician
43.0200	Fire Science	51.0911	Radiographer
43.0203	Fire Science/Fire Fighting	51.1009	Phlebotomy Technician
46.0300	Electrical and Power Transmission	51.2601	Home Health Aide
46.0400	Construction Technologies	51.3801	Nursing Services – Registered Nurse
47.0200	Heating, Ventilation and Air Conditioning	51.3901	Nursing Services – Licensed Practical Nursing
47.0600	Automotive Technologies	51.3902	Nursing Services – Nursing Assistant
47.0604	Automotive Service Consultant/Technician	51.3501	Therapeutic Massage
47.0605	Diesel Mechanics Technologies	52.0201	Business Management, Marketing and Administrative Services
47.0607	Airframe Mechanics/Aircraft Maintenance	52.0403	Business Operations and Support Services – Paralegal
47.0608	Aircraft Power Plant Technology	52.1900	Design and Merchandising – Fashion Design and Merchandising

2. The estimated percentage of students who would be reported in the state's calculation of career and technical education concentrators who took assessments:

At the secondary level, Arizona has been aggressively encouraging LEAs to assess all eligible students in 51 CTE program/option areas. CTE state staff has provided extensive technical assistance to secondary CTE assessment administrators and plans to continue to provide additional resources to emphasize the importance of assessing all eligible students. During 2010-2011, over 60% of the eligible CTE Concentrators took assessments in the program areas for which Arizona had assessments. Arizona uses the assurances and goals in the Perkins Local Plan/Application to ensure full participation in the CTE Assessment System.

At the postsecondary level, Arizona community colleges have implemented strategies that encourage and reward students for self-reporting industry certificates, credentials and licensures to them. Arizona is continuing to assist postsecondary institutions in identifying applicable industry assessments and licensures while establishing best practices for retrieving results for those concentrators who pass industry assessment/licensure. Through research, a revised and expanded chart of industry certificates, credentials and licensures has been developed and included in the Perkins Postsecondary Manual which colleges use to reference procedures for implementation of the Perkins Law.

3. The state's plan and timeframe for increasing the coverage of programs and students reported in this indicator in the future:

At the secondary level, Arizona is following a CTE program standards and assessment timeline to annually increase the number of CTE programs/options with assessments so that all CTE programs/options will eventually have current industry validated standards and assessments.

Arizona also plans to increase the denominator for technical skill proficiency by identifying those LEAs that have not been testing all eligible students. LEAs will be provided with technical assistance promoting the benefits of the Arizona Skill Standards Assessment System credential and will be held accountable for increasing the percentage of eligible student participation annually. Arizona is currently working with industry to validate standards in these additional program areas:

CTE Programs Scheduled for Standards Validation

CTE Programs	Status	Expected Student Data
Multimedia Technologies	Standards in review. Will be delivered in SY 2012-13. Online Assessment will be available for SY 2013-14.	4000 concentrators will be eligible to take the assessment. Anticipate CAR data for 2014.
Electrician	Standards validation scheduled.	Very low enrollment. Assessment TBD.

CTE Programs	Status	Expected Student Data
Industrial Electrician (Line Worker)	Standards validation scheduled.	Very low enrollment. Assessment TBD.
Air Transportation (Pilot Training)	Standards validation scheduled.	Very low enrollment. Assessment TBD.
Heavy Equipment Operations	Standards validation scheduled.	Very low enrollment. Assessment TBD.
Diesel Engine Repair	Standards validation pending NATEF Standards.	Very low enrollment. Assessment TBD.
Electronics Technology	Standards validation scheduled. Assessment will be available for SY 2013-14.	100 concentrators will be eligible to take the assessment. Anticipate CAR data for 2014.

Postsecondary institutions are increasing usage of the Arizona CTE Online Assessment System in those programs for which there is not an appropriate industry credential. 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.

Implementation of State Program Improvement Plans

Arizona was not required to submit a State Program Improvement Plan. Arizona exceeded the agreed upon level of performance for all eight performance measures.

Implementation of Local Program Improvement Plans

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 consecutive years. The second category is those LEAs that did not meet the same measure for two consecutive years. The third category is those LEAs who failed to meet one or more performance measure during the reporting year.

Missing a PM for 3 Consecutive Years		Missing a PM for 2 Consecutive Years		1 st Year Missing a PM	
FY10-11 Eligible Recipients	110 LEAs	FY10-11 Eligible Recipients	110 LEAs	FY10-11 Eligible Recipients	110 LEAs
Performance Measure	# LEAs	Performance Measure	# LEAs	Performance Measure	# LEAs
1S1 AIMS Reading	0	1S1 AIMS Reading	0	1S1 AIMS Reading	1
1S2 AIMS Math	0	1S2 AIMS Math	0	1S2 AIMS Math	0
2S1 Technical Skill Attainment	2	2S1 Technical Skill Attainment	1	2S1 Technical Skill Attainment	11
3S1 GED and Graduation	0	3S1 GED and Graduation	0	3S1 GED and Graduation	1
4S1 Graduation	0	4S1 Graduation	0	4S1 Graduation	1
5S1 Placement	0	5S1 Placement	3	5S1 Placement	12
6S1 Nontraditional Participation	3	6S1 Nontraditional Participation	2	6S1 Nontraditional Participation	4
6S2 Nontraditional Completion	3	6S2 Nontraditional Completion	1	6S2 Nontraditional Completion	23
<i>Number of LEAs that did not meet 1 or more PM</i>	5	<i>Number of LEAs that did not meet 1 or more PM</i>	5	<i>Number of LEAs that did not meet 1 or more PM</i>	31

In summary, these charts reflect the positive impact of ADE CTE's increased focus on performance measure accountability. ADE CTE provided, and continues to provide, technical assistance to those LEAs that were required to create and implement Improvement Plans. Follow-up technical assistance continues as LEAs continue to struggle to meet performance measures 6S1 and 6S2.

At the postsecondary level, Improvement Plan data is presented for two years. The credential, certificate, or diplomas core indicator and the nontraditional core indicators were missed most frequently by individual districts. The Improvement Plan data is listed in the charts below:

Missing a PM for 2 Consecutive Years

FY10-11 Eligible Recipients	10 LEAs
Performance Measure	# of LEAs
1P1 Technical Skill Attainment	0
2P1 Credential, Certificate, or Degree	2
3P1 Student Retention	0
4P1 Student Placement	1
5P1 Nontraditional Participation	1
5P2 Nontraditional Completion	4
<i>Number of LEAs that did not meet 1 or more PM</i>	6

1st Year Missing a PM

FY10-11 Eligible Recipients	10 LEAs
Performance Measure	# of LEAs
1P1 Technical Skill Attainment	0
2P1 Credential, Certificate, or Degree	0
3P1 Student Retention	0
4P1 Student Placement	0
5P1 Nontraditional Participation	1
5P2 Nontraditional Completion	1
<i>Number of LEAs that did not meet 1 or more PM</i>	2

All postsecondary LEAs requiring an Improvement Plan are provided with technical assistance prior to submitting their Basic Grant Application. LEA site visits are conducted with emphasis on Improvement Plans for those LEAs who did not meet a performance measure for 2 consecutive years. During technical assistance site visits, discussions regarding contributing factors and accurate reporting will be the focus of improvement strategies. Problems in the past with 2P1 performance had been identified as a result of misunderstandings regarding which students to count. Focused professional development and college site visits with institutional research staff has resulted in uniform reporting and has improved performance for 2P1. Also, additional clarification in the Perkins Postsecondary Manual has improved performance for 2P1. Now that all LEAs are following the same reporting guidelines, performance will continue to improve in future years. Strategies for improvement with 5P1 and 5P2 have been addressed on an individual LEA basis with LEA action plans.

Tech Prep Grant Award Information

Tech Prep programs are carried out through a consortium composed of secondary and postsecondary participants. A consortium is identified as a single college/LEA, or county educational agency (in partnership-having a single name). One of the members acts as a fiscal agent to establish a central governance structure as described in the Tech Prep governance structure included in the Tech Prep application. Institutions that desire to participate in a consortium are required to execute an Intergovernmental Agreement, or similar document, that is approved annually by the consortium. Each consortium is required to have articulation agreements to receive funding.

Arizona Tech Prep consortia are funded on a formula basis. There are currently 11 consortia. Recommendations regarding this process were established from input gathered during statewide CTE dialog meetings in addition to input collected from the State Plan Work Group. Funding is available to each of the established consortia members. The formula factors are:

- A minimum of \$120,000 per consortium is funded in order to give special consideration to rural areas.
- Each consortium must meet or exceed performance and data levels in order to receive funding above the base level of \$120,000. Data and performance levels included articulations, sites, and student populations. Four consortia qualified for an additional \$540,000 based on:
 - secondary Tech Prep enrollment by consortium,
 - secondary Tech Prep concentrators that have transitioned to postsecondary education,
 - postsecondary Tech Prep enrollment as determined from the past five years of secondary Tech Prep concentrator graduates,
 - total number of secondary and postsecondary performance measures achieved, and
 - statewide activity funding.

Components within the grants are also evaluated according to state priorities. The state priority grant components include the following, based on needs as determined annually by Tech Prep state staff and consortia directors:

Articulation, Programs of Study, Professional Development, Technology Needs, Partnerships, Work-Based Learning Opportunities, Assessments, Communication/Education/Recruitment, Access and Equality for Special Populations/Equity/Nontraditional Careers, Counseling/Guidance, and Evaluation

In addition to the current components, there are specific state goals targeting the Tech Prep performance measures, low performance, academic attainment, career pathways, and business partnerships. Tech Prep state

staff may identify policy barriers affecting Tech Prep, Programs of Study, articulations, dual/concurrent enrollment, and other priorities as determined during the plan and seek viable solutions. Levels of performance for Tech Prep measures have been negotiated and agreed on by all consortia. All consortia levels of performance improved from 2009-2010. Consortia focus and attention was given in the areas of remediation and technical skill attainment.

Tech Prep Local Funding Levels

2010-2011 Tech Prep Consortia Funding Levels List

Grantee	Allocation
Yuma/Western Arizona Consortium	\$120,000.00
Cochise Consortium	\$120,000.00
Coconino Consortium	\$120,000.00
Eastern Arizona Consortium	\$120,000.00
Eastern Maricopa Consortium	\$292,200.00
Mohave Consortium	\$120,000.00
Northeastern Arizona Consortium	\$120,000.00
Western Maricopa Consortium	\$251,200.00
Pima/Santa Cruz Consortium	\$226,660.00
Pinal Consortium	\$120,000.00
Yavapai Consortium	\$250,000.00
	\$1,860,060.00

Review of Accountability Data

The attached chart shows the performance on all 23 Tech Prep Measures by Arizona consortia. The Y and N indicate the attainment by consortia of the state level of performance.

Performance data are analyzed and used to improve future performance. Several factors should be noted regarding the consortia membership in Arizona:

1. The consortia are established by community college LEA. Three consortia combine community college LEAs because the LEAs are so rural they cannot support a brick and mortar structure. In these combined LEAs the consortia is located in the community college LEA that has facilities.
2. Maricopa County Community College District is large enough to contribute approximately 55% of all of the students to the state community college system. Arizona has divided this LEA into two consortia, collects the data from each consortia but reports by the LEA.
3. Pima/Santa Cruz (Pima provides services to the Santa Cruz LEA) comprises an additional 16% of the students for the state.
4. Maricopa and Pima consortia contribute over 70% of the student population statewide.
5. The remaining eight consortia are rural and cover a large geographical area. For example, Northeastern Arizona consortium, which is in Navajo County, covers 10,000 square miles. Administering Tech Prep in such a large area with a small population provides a significantly different set of data than the highly urban consortia.

Overview of Results

The results of all 23 measures and how Arizona’s 11 consortia performed are:

1. Arizona met all eight of the fourteen Section 113 Tech Prep measures. Arizona met seven of the nine Tech Prep measures for Section 203.
2. Of the eight Secondary Section 113 measures, 100% of the 11 consortia met 100% of the measures.
3. Of the six Postsecondary Section 113 measures:
 - a. All consortia met 1P1 and 3P1, as they did the previous year. Also all consortia met 4P1 this year.
 - b. Five of the eleven consortia did not meet 2P1. This reflects an improvement of two additional consortia.
 - c. Three consortia did not meet 5P1. This is the same as last year.
 - d. Seven consortia did not meet 5P2. This reflects an increase of four additional consortia.
4. In 2010-2011, 211 of 253 data elements identified in the consortia chart were met. This reflects an improvement of six data elements. More consortia are now meeting the Section 113 (100%) and Section 203 measures for both secondary and postsecondary than any previous year.

5. The data collection process at the secondary level is more comprehensive than the postsecondary system, but through concentrated and focused training by the consortia and state staff for the past two years, the postsecondary collection system has improved.
6. More of the consortia met the secondary measures than the postsecondary measures. This has been true since the inception of the measures.
7. Agreed upon levels of performance have been established for the Section 203 Tech Prep measures and Arizona has four years of data to support those measures.
8. There are distinct differences between rural and urban consortia performance on several measures. This has impacted the state's expected level of performance.
9. Within the past five years, 21,018 participants entered postsecondary CTE Tech Prep, an increase of 3,886 or 22.6%. This is much higher than expected and credited to the awarding of postsecondary credits through the secondary programs with articulation agreements.

ADE has reviewed and slightly revised the Tech Prep section of the Perkins Postsecondary Manual to reflect and clarify data collection requirements for 2011-2012. Strategies to improve the consortia's performance will be limited due to elimination of the Tech Prep funds from OVAE on July 2011. It is Arizona's intent to provide Tech Prep data for the 2012 CAR. The following actions were necessary based on the elimination of Tech Prep funds:

1. In May 2011, each consortium was requested to stop all activities other than articulation and costs associated with state and community college articulation/data meetings because all funding was eliminated.
2. Some Tech Prep consortia will dissolve on January 1, 2012 and all remaining Tech Prep consortia will be dissolved by September 2012 when all Tech Prep funds must be used.
3. The state requested the establishment of Programs of Study consortia. No funding was provided for any expenses other than the use of consortia Tech Prep Directors.
4. Consortia will not be able to make improvements in the data collection process and analysis of the data other than for the short period of time from July 2011 to December 2011. This is due to the elimination of funding changing the time the directors can spend on individual tasks. All Tech Prep consortia will complete as much articulation work as possible for the 2012 CAR report.
5. The few consortia directors still in operation after January 1, 2012 will focus on articulations, data and establishing Programs of Study groups. They will continue to report quarterly progress on their activities within the existing grant focusing only on articulations and Programs of Study.
6. There will be no Tech Prep grant application for the 2011-2012 year since there are no new funds. The state will not be able to require each consortium to address measures they did not meet in their grant this year. Those consortia that still have funding will simply be extended under their current grant. The community colleges will be encouraged by the state to work on improving measures not met.
7. ADE will continue to promote the benefits of joining the National Student Clearinghouse with the one remaining community college district and help those that belong to better utilize this resource. Joining the Clearinghouse and updating college's information will provide the state with additional data that will positively impact performance measures.

Arizona Consortium 10-11 Performance Measure Achievement

	Cochise	Coconino	East Valley	Eastern Arizona	Mohave	Northeastern Arizona	Pima/ Santa Cruz	Pinal	Western Maricopa	Yavapai	Yuma/La Paz	Number of consortia meeting SALP
1S1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11 of 11
1S2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11 of 11
2S1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11 of 11
3S1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11 of 11
4S1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11 of 11
5S1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11 of 11
6S1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11 of 11
6S2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11 of 11
Totals	8/8	8/8	8/8	8/8	8/8	8/8	8/8	8/8	8/8	8/8	8/8	
1P1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11 of 11
2P1	N	Y	Y	Y	N	Y	N	N	Y	N	Y	6 of 11
3P1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11 of 11
4P1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11 of 11
5P1	Y	N	Y	Y	Y	Y	Y	N	Y	N	Y	8 of 11
5P2	Y	N	Y	N	Y	N	N	N	Y	N	N	4 of 11
Totals	5/6	4/6	6/6	5/6	5/6	5/6	4/6	3/6	6/6	3/6	5/6	
1STP1	Y	N	Y	Y	Y	N	Y	Y	Y	N	Y	8 of 11
1STP2	Y	N	Y	Y	Y	N	Y	Y	Y	N	Y	8 of 11
1STP3	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11 of 11
1STP4	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	10 of 11
1STP5	N	Y	Y	Y	Y	Y	N	Y	Y	N	Y	8 of 11
1PTP1	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	9 of 11
1PTP2	Y	Y	N	Y	Y	Y	N	Y	N	N	N	6 of 11
1PTP3	N	N	N	Y	Y	N	N	N	N	N	Y	3 of 11
1PTP4	Y	Y	Y	N	N	N	Y	N	Y	N	N	5 of 11
Totals	7/9	6/9	7/9	8/9	8/9	3/9	6/9	6/9	7/9	3/9	7/9	
Grand Totals	19/23	18/23	21/23	20/23	22/23	14/23	18/23	18/23	21/23	14/23	20/23	

CIP	2011 CTE Program List	CIP	2011 CTE Program List	CIP	2011 CTE Program List
01.0100	Agriculture Business Management-Agriscience Food Products and Processing Systems Plant Systems Animal Systems Natural Renewable Resources Systems Power, Structural and Technical Systems Agribusiness Systems Environmental Service Systems	43.0200	Fire Service	51.0800	Allied Health Services Pharmacy Support Services Laboratory Assisting Medical Imaging Support Services Sports Medicine and Rehabilitation Services Medical Assisting Services
10.0200	Audio/Visual Technologies Electronic Journalism Interactive Digital Media Audio/Radio Technologies	46.0300	Electrical and Power Transmission Technologies Residential Electrician Industrial Electrician	51.0900	Diagnostic and Intervention Technologies Respiratory Therapy Technician Emergency Medical Services Surgical Technician
10.0300	Graphic Communications Graphic Arts Graphic Design Photo Imaging	46.0400	Construction Technologies Advanced Construction Technologies Carpentry Cabinetmaking	51.1500	Mental and Social Health Services
12.0400	Cosmetology	47.0100	Electrical Systems Installation and Maintenance Technologies	51.1600	Nursing Services
12.0500	Culinary Arts	47.0200	Heating, Ventilation and Air Conditioning	51.3500	Therapeutic Massage
13.1200	Education Professions	47.0300	Heavy/Industrial Equipment Maintenance Technologies	52.0200	Business Management and Administrative Services
13.1210	Early Childhood Education	47.0600	Transportation Technologies Automotive Technologies Automotive Collision Repair Diesel Engine Repair Aircraft Mechanics General Service Technician	52.0300	Accounting and Related Services
15.0000	Engineering Sciences	48.0500	Precision Manufacturing Automation/Robotics Precision Machining	52.0400	Business Operations Support and Assistant Services
15.0300	Electronic Technologies	48.0508	Welding Technologies	52.0800	Financial Services
15.1200	Information Technologies Computer Maintenance Network Technologies Software Development Web Page Development	49.0100	Air Transportation	52.0900	Hospitality Management
15.1300	Drafting and Design Technologies Architectural Drafting Electronic Drafting Mechanical Drafting	49.0200	Heavy Equipment Operations	52.1800	Marketing, Management and Entrepreneurship Professional Sales and Marketing Advertising and Public Relations Entrepreneurship Entertainment Marketing
41.0100	Bioscience Bio-medical Bio-environmental Bio-innovations	50.0100	Performing Arts and Entertainment Industry Technical Theatre Arts Management	52.1900	Design and Merchandising Fashion Design and Merchandising Interior Design and Merchandising
43.0100	Law, Public Safety and Security	51.0600	Dental Assisting		
Blue - Existing Program with Option Change		Yellow - Existing Program with CIP Change		72 Programs/Options Amended 04/14/2010	
Green - Existing Program with Name Change		Gray - Existing Program CIP, Name and Option Change			
Orange - Existing Program Name and Option Change		Gold- New Programs Under Development			

Interim Financial Status Report (FSR) Form

I. State Name: Arizona II. Federal Funding Period: 7/1/2010 - 9/30/2012 III. Reporting Period: 7/1/2010 - 9/30/2011 IV. Accounting Basis: Cash V. Grant Award Numbers: State Basic Grant (Title I): V048A100003A Tech Prep Grant (Title II): V243A100003	VI. Title I Grant Award Amount: 25070363 VII. Title II Grant Award Amount: 1880272 VIII. Title II Funds Consolidated with Title I Funds: 0 IX. Total Title I Funds (Title I Award + Title II Consolidated Funds): 0 X. Total Title II Funds Remaining (Title II - title II Consolidated Funds): 0
--	--

Row	Population	1 Net Outlays Previously Reported	2 Total Outlay: this report period	3 Program Income Credits	4 Net Outlays this report period (Column 2-3)	5 Net Outlays to Date (Column 1+4)	6 Non-Federal share of outlays	7 Total Federal share of outlays (Column 5-6)	8 Federal share of unliquidated obligations	9 Fed. share of outlays & unliquidated obligations (Column 7 + 8)	10 Federal Funds Authorized in State Plan	11 Balance of Unobligated Federal funds (Column 10-9)
A	*TOTAL TITLE I FUNDS*											
B	LOCAL USES OF FUNDS											
C	RESERVE											
D	Funds for Secondary Recipients	0.00	0.00	0.00	0	0	0.00	0	0.00	0	818590.00	818590.00
E	Funds for Postsecondary Recipients	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
F	Total (Row D + E)	0.00	0.00	0.00	0	0	0.00	0	0.00	0	818590.00	818590.00
G	FORMULA DISTRIBUTION											
H	Funds for Secondary Recipients	0.00	13867406.60	0.00	13867406.6	13867406.6	0.00	13867406.6	0.00	13867406.6	17294748.00	3427341.40
I	Funds for Postsecondary Recipients	0.00	1885430.75	0.00	1885430.75	1885430.75	0.00	1885430.75	0.00	1885430.75	3196471.00	1311040.25
J	Total (Row H + I)	0.00	15752837.35	0.00	15752837.35	15752837.35	0.00	15752837.35	0.00	15752837.35	20491219.00	4738381.65
K	TOTAL LOCAL USE OF FUNDS (Row F + J)	0.00	15752837.35	0.00	15752837.35	15752837.35	0.00	15752837.35	0.00	15752837.35	21309809.00	5556971.65
L	STATE LEADERSHIP											
M	Non-Traditional Training and Employment	0.00	6052.19	0.00	6052.19	6052.19	0.00	6052.19	0.00	6052.19	60000.00	53947.81
N	State Institutions	0.00	0.00	0.00	0	0	0.00	0	0.00	0	250704.00	250704.00
O	Other Leadership Activities	0.00	981073.18	0.00	981073.18	981073.18	0.00	981073.18	0.00	981073.18	2196332.00	1215258.82
P	TOTAL STATE LEADERSHIP (Row M + N + O)	0.00	987125.37	0.00	987125.37	987125.37	0.00	987125.37	0.00	987125.37	2507036.00	1519910.63
Q	STATE ADMINISTRATION											
R	TOTAL STATE ADMINISTRATION	0.00	3480795.87	0.00	3480795.87	3480795.87	2358900.00	1121895.87	0.00	1121895.87	1253518.00	131622.13
S	TOTAL TITLE I FUNDS (Row K + P + R)	0.00	20220758.59	0.00	20220758.59	20220758.59	2358900.00	17861858.59	0.00	17861858.59	25070363.00	7208504.41
T	*TOTAL TITLE II FUNDS*											
U	Funds for State Administration	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
V	Funds for Local Consortia	0.00	1041329.90	0.00	1041329.9	1041329.9	0.00	1041329.9	0.00	1041329.9	1880272.00	838942.10
W	TOTAL TITLE II FUNDS (Row U + V)	0.00	1041329.90	0.00	1041329.9	1041329.9	0.00	1041329.9	0.00	1041329.9	1880272.00	838942.10

Comment:

Final Financial Status Report (FSR) Form

I. State Name: Arizona II. Federal Funding Period: 7/1/2009 - 9/30/2011 III. Reporting Period: 7/1/2009 - 9/30/2011 IV. Accounting Basis: Cash V. Grant Award Numbers: State Basic Grant (Title I): V048090003A Tech Prep Grant (Title II): V243A090003	VI. Title I Grant Award Amount: 25047298 VII. Title II Grant Award Amount: 1880272 VIII. Title II Funds Consolidated with Title I Funds: 0 IX. Total Title I Funds (Title I Award + Title II Consolidated Funds): 0 X. Total Title II Funds Remaining (Title II - title II Consolidated Funds): 0
---	--

Row	Population	1 Net Outlays Previously Reported	2 Total Outlay: this report period	3 Program Income Credits	4 Net Outlays this report period (Column 2-3)	5 Net Outlays to Date (Column 1+4)	6 Non-Federal share of outlays	7 Total Federal share of outlays (Column 5-6)	8 Federal share of unliquidated obligations	9 Fed. share of outlays & unliquidated obligations (Column 7 + 8)	10 Federal Funds Authorized in State Plan	11 Balance of Unobligated Federal funds (Column 10-9)
A	*TOTAL TITLE I FUNDS*											
B	LOCAL USES OF FUNDS											
C	RESERVE											
D	Funds for Secondary Recipients	218590.00	0.00	0.00	0	218590	0.00	218590	0.00	218590	218590.00	0.00
E	Funds for Postsecondary Recipients	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
F	Total (Row D + E)	218590.00	0.00	0.00	0	218590	0.00	218590	0.00	218590	218590.00	0.00
G	FORMULA DISTRIBUTION											
H	Funds for Secondary Recipients	17135511.498	19941.60	0.00	819941.6	17955453.09	0.00	17955453.09	0.00	17955453.09	17878083.00	-77370.99
I	Funds for Postsecondary Recipients	2442729.04	750800.96	0.00	750800.96	3193530	0.00	3193530	0.00	3193530	3193530.00	0.00
J	Total (Row H + I)	19578240.53	1570742.56	0.00	1570742.56	21148983.09	0.00	21148983.09	0.00	21148983.09	21071613.00	-77370.99
K	TOTAL LOCAL USE OF FUNDS (Row F + J)	19796830.53	1570742.56	0.00	1570742.56	21367573.09	0.00	21367573.09	0.00	21367573.09	21290203.00	-77370.99
L	STATE LEADERSHIP											
M	Non-Traditional Training and Employment	0.00	60000.00	0.00	60000	60000	0.00	60000	0.00	60000	60000.00	0.00
N	State Institutions	0.00	178883.56	0.00	178883.56	178883.56	0.00	178883.56	0.00	178883.56	250473.00	71589.44
O	Other Leadership Activities	670942.82	1517533.53	0.00	1517533.53	2188476.35	0.00	2188476.35	0.00	2188476.35	2194257.00	5780.65
P	TOTAL STATE LEADERSHIP (Row M + N + O)	670942.82	1756417.09	0.00	1756417.09	2427359.91	0.00	2427359.91	0.00	2427359.91	2504730.00	77370.99
Q	STATE ADMINISTRATION											
R	TOTAL STATE ADMINISTRATION	3405677.63	205587.37	0.00	205587.37	3611265	2358900.00	1252365	0.00	1252365	1252365.00	0.00
S	TOTAL TITLE I FUNDS (Row K + P + R)	23873450.98	532747.02	0.00	3532747.02	27406198	2358900.00	25047298	0.00	25047298	25047298.00	0.00
T	*TOTAL TITLE II FUNDS*											
U	Funds for State Administration	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
V	Funds for Local Consortia	1440309.69	439962.31	0.00	439962.31	1880272	0.00	1880272	0.00	1880272	1880272.00	0.00
W	TOTAL TITLE II FUNDS (Row U + V)	1440309.69	439962.31	0.00	439962.31	1880272	0.00	1880272	0.00	1880272	1880272.00	0.00

Comment:

Student Enrollment Form of CTE Participants

State: Arizona
Program Year: 2010-2011

Line	Population	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students	Number of Secondary Tech Prep Students	Number of Postsecondary Tech Prep Students
1	Grand Total	82650	146441	N/P	77287	10945
2	GENDER					
3	Male	42542	66739	PNO	41489	5834
4	Female	40108	79702	PNO	35798	5111
5	RACE/ETHNICITY * (1977 Standards)					
6	American Indian or Alaskan Native					
7	Asian or Pacific Islander					
8	Black (not Hispanic)					
9	Hispanic					
10	White					
11	Unknown					
12	RACE/ETHNICITY* (1997 Revised Standards)					
13	American Indian or Alaska Native	4811	5496	PNO	2935	408
14	Asian	2308	3921	PNO	2308	211
15	Black or African American	3982	8499	PNO	3717	359
16	Hispanic/Latino	29616	34308	PNO	28026	2865
17	Native Hawaiian or Other Pacific Islander	129	313	PNO	125	15
18	White	40852	79484	PNO	39289	6222
19	Two or More Races	927	1577	PNO	862	136
20	Unknown (Postsecondary Only)		12843	PNO		729
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES					
22	Individuals With Disabilities (ADA)		2022	PNO		225
23	Disability Status (ESEA/IDEA) (Secondary Only)				7480	
24	Economically Disadvantaged	32118	50790	PNO	29164	3779
25	Single Parents	122	3287	PNO	55	248
26	Displaced Homemakers	PNO	119	PNO	PNO	1
27	Limited English Proficient	537	2519	PNO	457	108
28	Migrant Status	347			347	
29	Nontraditional Enrollees	55711	17408	PNO	48036	1291

Comment: For the first time in 2010-2011, secondary participant data was reported disaggregated. Each record was reported using a unique student ID which ensures an unduplicated count. Race/Ethnicity records are obtained from SAIS and are incomplete for 25 students.

Student Enrollment Form of CTE Concentrators

State: Arizona

Program Year: 2010-2011

Row	Population	Agri, Food, & Nat. Resources	Archit. & Const.	Arts, A/V Tech., & Comm.	Bus., Manag'nt, & Admin	Education, & Training	Finance	Gov't., & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Public Safety, & Security	Manufact.	Marketing, Sales, & Services	Science, Tech., Engineering, &	Transp., Distrib., & Logistics	Total
1 SECONDARY																		
2	Female	404	160	1261	878	986	38	PNO	1594	1451	417	119	195	54	826	63	88	8534
3	Male	438	1166	1152	888	82	28	PNO	529	932	7	656	415	578	525	362	1100	8858
4	Total	842	1326	2413	1766	1068	66	N/P	2123	2383	424	775	610	632	1351	425	1188	17392
5 POSTSECONDARY																		
6	Female	230	180	1563	2894	2714	0	60	8532	493	1308	2309	2742	331	87	350	313	24106
7	Male	280	2818	1448	3007	623	1	31	2960	444	306	3529	4530	1237	48	309	1591	23162
8	Total	510	2998	3011	5901	3337	1	91	11492	937	1614	5838	7272	1568	135	659	1904	47268
9 ADULT																		
10	Female	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	0
11	Male	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	0
12	Total	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	0
13	GRAND TOTAL (Lines 4+8+12)	1352	4324	5424	7667	4405	67	91	13615	3320	2038	6613	7882	2200	1486	1084	3092	64660

Comment:

**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: 2010-2011

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	16309	17121	61.40%	95.26%	E	Y
2	GENDER						
3	Male	8215	8716		94.25%		
4	Female	8094	8405		96.30%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	1091	1267		86.11%		
14	Asian	445	453		98.23%		
15	Black or African American	674	715		94.27%		
16	Hispanic/Latino	5720	6070		94.23%		
17	Native Hawaiian or Other Pacific Islander	27	27		100.00%		
18	White	8223	8453		97.28%		
19	Two or More Races	126	133		94.74%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	1055	1692		62.35%		
23	Economically Disadvantaged	5891	6345		92.84%		
24	Single Parents	40	43		93.02%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	34	62		54.84%		
27	Migrant Status	48	58		82.76%		
28	Nontraditional Enrollees	3224	3364		95.84%		
29	Tech Prep	15799	16530		95.58%		

Comment: All secondary forms except for 5S1 Placement 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: 2010-2011

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	15330	17145	55.00%	89.41%	E	Y
2	GENDER						
3	Male	7764	8728		88.96%		
4	Female	7566	8417		89.89%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	961	1270		75.67%		
14	Asian	437	453		96.47%		
15	Black or African American	594	721		82.39%		
16	Hispanic/Latino	5289	6075		87.06%		
17	Native Hawaiian or Other Pacific Islander	25	27		92.59%		
18	White	7905	8463		93.41%		
19	Two or More Races	116	133		87.22%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	674	1691		39.86%		
23	Economically Disadvantaged	5456	6358		85.81%		
24	Single Parents	34	43		79.07%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	23	62		37.10%		
27	Migrant Status	39	58		67.24%		
28	Nontraditional Enrollees	3020	3363		89.80%		
29	Tech Prep	14985	16547		90.56%		

Comment:

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: 2010-2011

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	7485	8872	67.00%	84.14%	E	Y
2	GENDER						
3	Male	3605	4338		83.14%		
4	Female	3880	4538		85.10%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	484	615		75.45%		
14	Asian	209	234		89.32%		
15	Black or African American	289	358		80.73%		
16	Hispanic/Latino	2892	3399		79.20%		
17	Native Hawaiian or Other Pacific Islander	11	13		84.62%		
18	White	3739	4182		89.41%		
19	Two or More Races	61	71		85.92%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	501	829		60.43%		
23	Economically Disadvantaged	2922	3588		81.48%		
24	Single Parents	12	14		85.71%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	14	25		56.00%		
27	Migrant Status	22	35		62.86%		
28	Nontraditional Enrollees	1889	1970		85.74%		
29	Tech Prep	7408	8767		84.50%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)

Secondary Level

Core Indicator 3S1: School Completion

State: Arizona

Program Year: 2010-2011

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	16400	16630	78.00%	98.62%	E	Y
2	GENDER						
3	Male	8248	8392		98.28%		
4	Female	8152	8238		98.96%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	1119	1161		96.38%		
14	Asian	450	453		99.34%		
15	Black or African American	695	711		97.75%		
16	Hispanic/Latino	5792	5879		98.52%		
17	Native Hawaiian or Other Pacific Islander	26	26		100.00%		
18	White	8186	8267		99.02%		
19	Two or More Races	132	133		99.25%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	1512	1551		97.49%		
23	Economically Disadvantaged	5987	6096		98.21%		
24	Single Parents	34	34		100.00%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	45	51		88.24%		
27	Migrant Status	54	58		93.10%		
28	Nontraditional Enrollees	3259	3295		98.91%		
29	Tech Prep	15908	16101		98.80%		
30	DISAGGREGATE INDICATORS						
31	General Education Development (GED)				XXX%		
32	Diploma				XXX%		
33	Certificate				XXX%		

Comment:

**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: 2010-2011

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	16373	16630	77.00%	98.45%	E	Y
2	GENDER						
3	Male	8229	8392		98.06%		
4	Female	8144	8238		98.86%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	1118	1161		98.30%		
14	Asian	449	453		99.12%		
15	Black or African American	695	711		97.75%		
16	Hispanic/Latino	5786	5879		98.42%		
17	Native Hawaiian or Other Pacific Islander	26	26		100.00%		
18	White	8168	8267		98.80%		
19	Two or More Races	131	133		98.50%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	1509	1551		97.29%		
23	Economically Disadvantaged	5975	6096		98.02%		
24	Single Parents	34	34		100.00%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	45	51		88.24%		
27	Migrant Status	54	58		93.10%		
28	Nontraditional Enrollees	3252	3295		98.69%		
29	Tech Prep	15880	16101		98.63%		

Comment:

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

**State: Arizona
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	13495	17500	55.00%	76.72%	E	Y
2	GENDER						
3	Male	6784	9054		74.93%		
4	Female	6711	8536		78.62%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	852	1356		62.83%		
14	Asian	330	398		82.91%		
15	Black or African American	639	822		77.74%		
16	Hispanic/Latino	4473	6155		72.67%		
17	Native Hawaiian or Other Pacific Islander	PNO	PNO		XXX%		
18	White	7201	8859		81.28%		
19	Two or More Races	PNO	PNO		XXX%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	964	1430		67.41%		
23	Economically Disadvantaged	2089	2846		72.70%		
24	Single Parents	15	29		51.72%		
25	Displaced Homemakers	PNO	PNO		XXX%		
26	Limited English Proficient	373	541		68.95%		
27	Migrant Status	1	4		25.00%		
28	Nontraditional Enrollees	2497	3236		77.16%		
29	Tech Prep	9998	12632		79.15%		
30	DISAGGREGATE INDICATORS						
31	Advanced Training & Postsecondary Education	10971	13495		81.27%		
32	Employment	4840	13495		35.87%		
33	Military	450	13495		3.33%		

Comment: FY11 Performance Measure 5S1 uses Concentrators reported in FY10. Arizona used 1977 Race categories in FY10, so the races reported for FY11 are using 1977 Race/Ethnicity Standards.

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)

Secondary Level

Core Indicator 6S1: Nontraditional Participation

State: Arizona

Program Year: 2010-2011

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	18157	55617	22.50%	32.65%	E	Y
2	GENDER						
3	Male	4087	28513		14.33%		
4	Female	14070	27104		51.91%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	1101	3518		31.30%		
14	Asian	533	1397		38.15%		
15	Black or African American	953	2576		37.00%		
16	Hispanic/Latino	6419	20125		31.90%		
17	Native Hawaiian or Other Pacific Islander	48	101		47.52%		
18	White	8855	27248		32.50%		
19	Two or More Races	248	652		38.04%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	1432	5753		24.89%		
23	Economically Disadvantaged	7319	22352		32.74%		
24	Single Parents	21	90		23.33%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	94	350		26.86%		
27	Migrant Status	107	318		33.65%		
28	Tech Prep	15008	48036		31.24%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)

Secondary Level

Core Indicator 6S2: Nontraditional Completion

State: Arizona

Program Year: 2010-2011

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	1689	6951	12.00%	24.30%	E	Y
2	GENDER						
3	Male	368	3262		11.28%		
4	Female	1321	3689		35.81%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	98	551		17.79%		
14	Asian	49	175		28.00%		
15	Black or African American	85	269		31.60%		
16	Hispanic/Latino	602	2652		22.70%		
17	Native Hawaiian or Other Pacific Islander	2	8		25.00%		
18	White	831	3238		25.66%		
19	Two or More Races	22	58		37.93%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	100	724		13.81%		
23	Economically Disadvantaged	677	2825		23.96%		
24	Single Parents	3	11		27.27%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	3	23		13.04%		
27	Migrant Status	4	32		12.50%		
28	Tech Prep	1465	6656		22.01%		

Comment:

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: 2010-2011

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	3492	3799	68.00%	91.92%	E	Y
2	GENDER						
3	Male	1417	1563		90.66%		
4	Female	2075	2236		92.80%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	68	74		91.89%		
14	Asian	80	86		93.02%		
15	Black or African American	88	104		84.62%		
16	Hispanic/Latino	782	899		86.99%		
17	Native Hawaiian or Other Pacific Islander	3	3		100.00%		
18	White	2259	2396		94.28%		
19	Two or More Races	8	9		88.89%		
20	Unknown	204	228		89.47%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	46	50		92.00%		
23	Economically Disadvantaged	1255	1462		85.84%		
24	Single Parents	56	58		96.55%		
25	Displaced Homemakers	3	3		100.00%		
26	Limited English Proficient	22	85		25.88%		
27	Nontraditional Enrollees	418	472		88.56%		
28	Tech Prep	259	287		90.24%		

Comment:

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: 2010-2011

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	9038	22110	41.00%	40.88%	D	Y
2 GENDER							
3	Male	4000	11018		36.31%		
4	Female	5038	11094		45.41%		
5 RACE/ETHNICITY * (1977 Standards)							
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12 RACE/ETHNICITY* (1997 Revised Standards)							
13	American Indian or Alaska Native	201	670		30.00%		
14	Asian	285	639		41.47%		
15	Black or African American	340	1015		33.50%		
16	Hispanic/Latino	1787	4399		40.62%		
17	Native Hawaiian or Other Pacific Islander	9	35		25.71%		
18	White	5586	13495		41.39%		
19	Two or More Races	3	10		30.00%		
20	Unknown	847	1847		45.86%		
21 SPECIAL POPULATION AND OTHER STUDENT CATEGORIES							
22	Individuals With Disabilities (ADA)	80	207		38.65%		
23	Economically Disadvantaged	2621	6604		39.69%		
24	Single Parents	50	149		33.56%		
25	Displaced Homemakers	8	11		72.73%		
26	Limited English Proficient	92	323		28.48%		
27	Nontraditional Enrollees	1049	2358		44.49%		
28	Tech Prep	551	1558		35.37%		
29 DISAGGREGATE INDICATORS							
30	Credential	652			XXX%		
31	Certificate	4118			XXX%		
32	Degree	4313			XXX%		

Comment:

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: 2010-2011

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	17568	25881	49.00%	67.88%	E	Y
2	GENDER						
3	Male	7890	12342		63.93%		
4	Female	9678	13539		71.48%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	663	1006		65.90%		
14	Asian	512	748		68.45%		
15	Black or African American	941	1326		70.97%		
16	Hispanic/Latino	3873	5680		68.19%		
17	Native Hawaiian or Other Pacific Islander	22	42		52.38%		
18	White	10365	15207		68.16%		
19	Two or More Races	29	35		82.86%		
20	Unknown	1163	1837		63.31%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	287	388		73.97%		
23	Economically Disadvantaged	7093	9706		73.08%		
24	Single Parents	289	347		83.29%		
25	Displaced Homemakers	24	26		92.31%		
26	Limited English Proficient	287	441		65.08%		
27	Nontraditional Enrollees	1997	2787		71.65%		
28	Tech Prep	1523	2152		70.77%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)

Postsecondary Level

Core Indicator 4P1: Student Placement

State: Arizona

Program Year: 2010-2011

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	11899	22110	37.00%	53.82%	E	Y
2	GENDER						
3	Male	5859	11018		53.19%		
4	Female	6040	11094		54.44%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	323	670		48.21%		
14	Asian	302	639		47.26%		
15	Black or African American	489	1015		48.18%		
16	Hispanic/Latino	2604	4399		59.20%		
17	Native Hawaiian or Other Pacific Islander	17	35		48.57%		
18	White	7492	13495		55.52%		
19	Two or More Races	4	7		57.14%		
20	Unknown	668	1850		36.11%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	85	205		41.46%		
23	Economically Disadvantaged	3377	6595		51.21%		
24	Single Parents	102	149		68.46%		
25	Displaced Homemakers	2	9		22.22%		
26	Limited English Proficient	77	323		23.84%		
27	Nontraditional Enrollees	1185	2282		52.39%		
28	Tech Prep	877	1558		56.29%		
29	DISAGGREGATE INDICATORS						
30	Apprenticeship	3			XXX%		
31	Employment	11896			XXX%		
32	Military	0			XXX%		

Comment:

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

State: Arizona
Program Year: 2010-2011

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	17015	61883	21.50%	27.50%	E	Y
2	GENDER						
3	Male	8657	28957		29.90%		
4	Female	8358	32926		25.38%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	604	2628		22.98%		
14	Asian	443	1490		29.73%		
15	Black or African American	1076	3269		32.92%		
16	Hispanic/Latino	4381	15139		28.94%		
17	Native Hawaiian or Other Pacific Islander	41	127		32.28%		
18	White	9058	33932		26.69%		
19	Two or More Races	165	579		28.50%		
20	Unknown	1247	4719		26.43%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	285	927		30.74%		
23	Economically Disadvantaged	6031	21438		28.13%		
24	Single Parents	365	1393		26.20%		
25	Displaced Homemakers	40	87		45.98%		
26	Limited English Proficient	340	1171		29.04%		
27	Tech Prep	1159	4192		27.65%		

Comment:

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

State: Arizona
Program Year: 2010-2011

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	1281	6248	17.00%	20.50%	E	Y
2	GENDER						
3	Male	583	3010		19.37%		
4	Female	698	3238		21.56%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	33	153		21.57%		
14	Asian	40	160		25.00%		
15	Black or African American	78	305		25.57%		
16	Hispanic/Latino	316	1508		20.95%		
17	Native Hawaiian or Other Pacific Islander	5	13		38.46%		
18	White	740	3732		19.83%		
19	Two or More Races	8	31		25.81%		
20	Unknown	61	346		17.63%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	16	60		26.67%		
23	Economically Disadvantaged	370	2014		18.37%		
24	Single Parents	9	72		12.50%		
25	Displaced Homemakers	1	6		16.67%		
26	Limited English Proficient	7	45		15.56%		
27	Tech Prep	74	384		19.27%		

Comment:

Student Accountability Forms for the Section 203 Indicators of Performance (Title II)
SECONDARY LEVEL

State: Arizona
Program Year: 2010-2011

Line	Indicator Number	Performance Indicator	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students
1	1STP1	Enroll in postsecondary education	5609	9787	57.31
2	1STP2	Enroll in postsecondary in the same field or major	3862	9787	39.46
3	1STP3	Complete a State or industry-recognized certification or licensure	7399	9305	79.52
4	1STP4	Complete course(s) that award postsecondary credit.	5113	13183	38.78
5	1STP5	Enroll in remedial mathematics, writing, or reading course(s).	2226	5609	39.69

Comment:

Student Accountability Forms for the Section 203 Indicators of Performance (Title II)
POSTSECONDARY LEVEL

State: Arizona
Program Year: 2010-2011

Line	Indicator Number	Performance Indicator	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students
1	1PTP1	Employment in related field after graduation.	552	951	58.04
2	1PTP2	Complete a State or industry-recognized certificate or licensure	333	6724	4.95
3	1PTP3	On-time completion of a 2-year degree or certificate.	539	7828	6.89
4	1PTP4	On-time completion of a baccalaureate degree program.	629	6790	9.26

Comment:

