



Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007

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Career and Technical Education

**Consolidated Annual Report
(CAR) for FY 2012**



*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 14 2013

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

Dear Mr. Brown:

We are pleased to inform you that the Division of Academic and Technical Education (DATE) has reviewed and approved your state's December 31, 2012, 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) 2011-12—the fifth program year under the Perkins IV legislation.

DATE staff reviewed state's CAR submissions from January 7–March 8, 2013. 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).

On behalf of the entire Division, thank you for taking the time and effort to develop and submit your CAR report. The information you provided will be valuable to us as we review your state plan revisions, budgets, and performance levels for your Fiscal Year (FY) 2013 Perkins IV grant awards, the submission for which is due to our office by March 22, 2013.

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

Sincerely,

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

Sharon Lee Miller
Director, Division of Academic and Technical Education

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202

www.ed.gov

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: 07/01/2010

To: 09/30/2012

3. PR/Award Numbers:

Basic Grant to States: V048A110003A
 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: Dan Brown

Date: 12/20/2012

8. Lead Individuals Completing This Report:

Narrative Performance Information	Name	Nicole Clapeck
	Title	Accountability Specialist
	Agency	Arizona Department of Education
Financial Status Reports	Name	Nancy R. Schmidt
	Title	CTE Financial Supervisor
	Agency	Arizona Department of Education
Performance Report	Name	Nicole Clapeck
	Title	Accountability Specialist
	Agency	Arizona Department of Education

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

Name: Mr. Dan Brown
 Title: Deputy Associate Superintendent, SII & CTE
 Agency: Arizona Department of Education
 Telephone: 602-364-2281
 E-Mail: Dan.Brown@azed.gov

The State Board for 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 2011-2012 the Arizona Department of Education (ADE) administered Carl D. Perkins funds to the following eligible recipients:

- 105 Secondary Local Eligible Agencies (LEAs)
 - 1 is Bureau of Indian Education (BIE)
 - 3 are Charter Districts
- 1 Joint Technical Education District (JTED)
- 10 Postsecondary Local Eligible Agencies

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*;

Arizona provided various services during 2011-2012 using Perkins Leadership funds throughout the state to improve CTE programs and to benefit CTE students, including special populations. To meet Perkins requirements, those programs encompassing high skill, high demand and high wage occupations continue to direct the list of state-approved CTE programs offered throughout Arizona. To determine these high skill, high demand and high wage programs, Arizona continues to utilize ONET data and analysis as in prior years.

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

Arizona has continued to use Leadership funds for assessment item development, analysis and improvement in 49 CTE program areas. LEAs are expected to assess their eligible students in the Arizona CTE Online Assessment System. After students complete their CTE practice assessment, individual and classroom results are immediately available to CTE teachers and students. These results serve as a tool to improve instruction and delivery of CTE program standards. Disaggregated reports are available at several levels: student subgroups, program, high school site, district, and JTED level for use by state and local staff to assess for necessary program improvement.

Additionally, the state expended Perkins Leadership funds to support onsite visits and CTE program reviews, including program approval and technical assistance visits, in some cases targeting at-risk districts. Technical assistance focused on strategies to assist special populations, monitoring functions to assist with Perkins requirements and to further direct program approval, evaluation and program 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 20). The Arizona 2011 Career and Technical Education/Association for Career and Technical Education (CTE/ACTE) Conference offered sessions for CTE teachers to improve their skills in the use of technology. Sessions focused on the use of instructional technologies and social networking tools, as well as, occupationally specific software and programs to keep teachers current with industry trends. The sessions were conducted in three interactive, hands-on computer labs consisting of 30 computer stations each. These labs offered a variety of professional development opportunities in program areas related to the effective use of technology in the CTE classroom.

Through a partnership with the Maricopa County Community College District's National Center for Teacher Education, ADE CTE is a participant in the Student Teacher Technology Transformation Teams (ST4) grant. This is a National Science Foundation (NSF) funded project for increasing the ability of secondary Science, Technology, Engineering and Math (STEM) teachers and students to collaboratively learn and apply STEM skills using information and communication technology (ICT). The four targeted CTE programs are Agriscience, Bioscience, Engineering and Information Technology. As a result of this ST4 grant, 40 CTE teachers and 200 "student leaders" in the four STEM related programs receive direct training and implement ICT and design-based collaborative learning in STEM related CTE courses that serve over 1,000 students. The first cohort of teacher/student teams training sessions began May 2011.

The ADE Information Technology (IT) and CTE staff, in partnership with the University of Arizona (UA) Workforce Education Development Office (WEDO), continues to expand the Arizona CTE Online Assessment System for End-of-Program assessments and formative pilot assessments. CTE and UA/WEDO 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 CTE Online 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. CTE teachers were able to experience taking the online assessment for their program area at the Arizona 2011 CTE Summer Conference.

Two webinars were conducted as follow-up for industry, updating workshops held for Early Childhood Education teachers and Design and Merchandising teachers. These were provided in order to model some of the strategies for sustainability through virtual learning tools to be applied at the LEA, school and classroom level.

Learning Communities have been developed through the virtual IDEAL site sponsored by ADE and supported by CTE. ADE staff, Site Coordinators and instructors are providing CTE teachers access to industry standard curriculum, classroom resources, networking opportunities and online professional development opportunities.

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 UA/WEDO such as the Summer Institute that provided opportunity for CTE teachers to expand skills in developing and evaluating formative and summative assessments. Community colleges, private schools and industry settings provided additional support and resources in partnership with Arizona CTE. Topics offered 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.

Collaboration between math and CTE teacher-teams continued to expand math integration skills into CTE teaching and curriculum using the research-based model from NRCCTE, Math-in-CTE. Sustained professional development was offered through the virtual community of practice site: Math-in-CTE Community of Practice on ADE/IDEAL. Through the "train the trainer" approach, local CTE/Math teacher teams were prepared to facilitate new cohorts of CTE/Math teacher-teams in various areas of the state i.e. Yuma, northeast Arizona and Phoenix.

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 2011 annual Arizona CTE/ACTE Conference was attended by approximately 1100 professionals representing education, business and industry, and government.

ADE CTE and the Arizona School Counselors Association (AzSCA) collaborated to provide a relevant, consistent career guidance and counseling strand at the annual CTE/ACTE Conference. The sessions were designed to support the mission/vision of CTE in Arizona as well as to provide strategies and resources for advising Arizona students in career and college readiness. 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 AzSCA hosted regional full-day counselor workshops in 2011-2012. The workshops were designed to support current Arizona educational initiatives which will guide students in planning their career and educational decisions, leading to post high school career and college readiness.

ADE CTE offered Arizona Career Information System (AzCIS) training and technical assistance support by offering workshop-trainings, presented at a variety of conference sessions, and on-site technical support training. 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 and the Arizona Association for Institutional Research (AzAIR) Conference.

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

- Strengthening relationships between high school and community college CTE programs including faculty collaboration, college transition and programs of study.
- Energy Sector Workforce Demand: The emergence of real jobs centered more on base load generation versus peak load generation jobs.
- Overview of Science, Technology, Engineering, and Mathematics (STEM) projects for three rural community colleges in Arizona.
- Overview of the emerging job opportunities in green economic sectors including partnerships and training developed under the State Energy Sector Partnership grant which engage companies and other partners in supporting demand-driven green industry training.
- Methods to accurately budget for CTE at the community colleges including cost per student per program.
- ADE session led by the director of the grants management ADE staff to familiarize community college administrators with current Perkins updates and a review of the site monitoring document.

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

- Identification of problems related to completion issues and realigning to the completion based model.
- Best practices to help impact completion between connection and entry.
- Changing the equation with the redesign and improvement of instruction of developmental math.
- Improving the ability to transfer by using Shared Unique Number System (SUN system).
- HLC Pathways model for accreditation and approval of certificate programs.
- Understanding the grants management system and indirect cost.
- Online tutoring.
- Funding updates and allocation of unspent Perkins funds.
- Data reporting for special population categories including Limited English Proficient, Migrant and nontraditional students and Pell and BIE Reporting.
- Programs of Study, program monitoring and evaluation, performance measures levels and improvement plans.

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;

The 2014-2015 school year will require full implementation of Arizona’s Common Core Standards at all grade levels. Arizona’s Common Core Standards and assessments are deemed to be critical to Arizona’s economic development.

Due to the increased academic expectations, ADE CTE in collaboration with UA/WEDO provided training for CTE teachers to participate with expert math partners to complete the task of crosswalking CTE programs with the Arizona Common Core Standards in Mathematics. In addition to completing the crosswalk process, teams were required to develop math problems and/or projects within the context of their program to be included at each "nexus" (connection) between the two sets of standards. Contextualized mathematical examples were completed and refined in the following 12 CTE program areas:

Automotive Technologies	Engineering Sciences
Accounting and Related Services	Entrepreneurship
Business Management & Administrative Services	Interior Design & Merchandising
Advanced Construction Technologies	Mechanical Drafting
Architectural Drafting	Precision Machining
Computer Maintenance	Software Development

A total of 36 teachers were paid to complete their work on the crosswalk and the problems/projects for their CTE programs. An online interactive database system for the math crosswalks and problems/projects was proposed by UA/WEDO and development began on a prototype of the "NeXus" system. The potential capabilities, features, and uses of the online database have been approved for production for school year 2012-2013.

Arizona CTE has used Leadership funds to continue to expand and build LEA capacity to provide professional development implementing Arizona’s Common Core Standards in Mathematics using the NRCCTE Math-in-CTE Model. This process of academic integration into curriculum and teaching practices for CTE programs has been shown to have a significant positive impact on student learning in mathematics with no loss to CTE area content. Increasing CTE students’ mathematical performance was evidenced in a 2005 NRCCTE study.

During 2011-2012 CTE/Math teacher-teams representing 12 CTE programs participated in year-long Math-in-CTE professional development conducted in alternate geographic locations in Arizona, as well as, Math-in-CTE cohorts specific to a CTE program area. The following new cohorts were formed and Math-in-CTE projects conducted:

- Yuma/La Paz Tech Prep Math-in-CTE
- Maximizing the Math in Culinary Arts & Hospitality Management
- Higher Order Thinking with the Math Integration in the Business and Marketing Classroom
- NE Arizona Math-in-CTE

One of the goals for the NRCCTE is to assist states in building capacity to provide the facilitation and expansion of these communities of practice using teacher-teams that have completed the process. All of the above listed projects were facilitated with the support of ADE CTE staff by CTE and Math teachers who had previously completed this professional development.

Previous teams from the cohorts from school year 2010-2011 continued collaborating through their local high school/LEA partnership. They developed and practiced additional math-enhanced lessons for their programs utilizing the seven element pedagogic framework. To continue developing interest, CTE/Math teacher-teams presented at a CTE Directors' meeting, Arizona CTE/ACTE Summer Conference 2011 and the Leading Change Conference in June 2012.

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

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;

During 2011-2012 Arizona continued to support preparation for CTE students in nontraditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, utilizing \$60,000 of Perkins State Leadership funds. As in the past five years, this funding supported the partnership with the Southwest Institute for Research on Women (SIROW) at the University of Arizona. This investment provided gender equity and nontraditional career education workshops, training and classes statewide, through:

- Providing CTE nontraditional professional development opportunities and resources to (mainly) Arizona secondary school educators;
- Coordinating nontraditional events with other partners that provide opportunities for students to participate in nontraditional 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 nontraditional careers in high skill, high wage occupations.

Pedagogical techniques of these services included:

- 1) Administration of in-person nontraditional CTE recruitment and retention seminars and workshops;
- 2) Administration of two nontraditional online distance learning courses; and
- 3) Administration of in-person sexual harassment seminars and workshops.

Services and funding were directed to support performance measures attainment for nontraditional participation and retention. Those LEAs and programs not meeting nontraditional measures were targeted; 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 150 presentations to over 5,000 students on nontraditional CTE courses and careers and sexual harassment prevention. They conducted 12 workshops to 295 faculty/staff that focused on recruitment and retention techniques for nontraditional students in CTE. Extensive outreach methods were used to contact those underperforming LEAs/programs. Because Arizona special populations students are mainstreamed into all CTE programs, all students including special populations have benefitted from these services and are provided appropriate accommodations to help insure success.

Additional partnerships with the Arizona Technical Council, Raytheon, IBM, as well as, those with community colleges, Upward Bound and Women in Science and Engineering (WISE) and Expanding your Horizons at the University of Arizona helped expand the reach of services and included specific programs for at-risk students (Suspended Education with Tucson Unified School District), thereby serving additional special populations.

SIROW staff provided the opportunity for Arizona educators to participate in two online courses for professional development hours—Nontraditional Careers 101 and 102—to receive professional development hours and/or continuing education units through the University of Arizona. The largest number ever to participate in this aspect of the project, a total of 84 educators, received many resources to assist them in helping to meet nontraditional participation and retention goals.

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

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 2011-2012, examples of CTE partnerships are:

- The University of Arizona, Workforce Education and Development Office (UA/WEDO) 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 bioscience programs in high schools.
- Focused partnerships with the University of Arizona Bio-5 to develop a Program of Study for bioscience. The partnership offers on campus experiences for high school seniors as well as provides professional development for secondary bioscience teachers to align curriculum, instruction and credentialing to meet requirements for dual enrollment as an essential element of the Program of Study.
- Focused partnerships with the University of Arizona Engineering and Arizona State University Poly-Technical Institute to develop a Program of Study for Engineering Sciences. The partnership provides professional development opportunities for secondary engineering teachers to align curriculum, instruction and credentialing to meet requirements for dual enrollment as an essential element of the Program of Study.
- Partnership with Science Foundation Arizona to enhance the Program of Study with Engineering Sciences and the University of Arizona.
- CTE worked collaboratively with AzTransfer Organization to align postsecondary Program of Study and articulation information within the Course Planner in the AzCIS system. This work now enables Arizona students and advisors to better prepare secondary students to select high school course work, dual credit course opportunities, and postsecondary courses that lead to a certificate, degree, and eventually appropriate career.

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

- High Tech Workforce Initiative (HTWI) working in conjunction with Arizona's Technology, Engineering and Manufacturing industries and Maricopa 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.
- 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.

7. Serving individuals in state institutions;

Using Perkins Leadership funds, Arizona continues to serve youth in specific state juvenile correctional facilities. Of the state secondary Perkins allocation, Arizona grants 1% or approximately \$248,000 to the Arizona Department of Juvenile Corrections (ADJC). By using a modified local plan/application process as well as modified performance measures criteria more appropriate for this population and setting, ADJC in cooperation with ADE CTE has determined the direction and outcomes for this funding, per Perkins requirements. Local plan/application goals are summarized as follows:

- Seven CTE programs are offered, including distance learning in conjunction with the Maricopa Community College District, and additional career exploration and transition services.
- Full inclusion model is practiced using specific services and accommodations for special populations, following the students' Individualized Education Plans (IEPs). Approximately 33% of students have IEPs, and approximately 10% are considered English Language Learners.
- Fully certified CTE teachers are utilized.
- Multiple assessment strategies are used with students demonstrating an average of one year gain in math and 1.5 years in reading.
- Other professional development includes the Literacy Coach working with teachers on integrating state standards and accommodations, training in Common Core Standards with curriculum alignment, Professional Learning communities working with Core, participation in state CTE Summer Conference and in the National Differentiated Instruction Conference, and additional training on assessment techniques, lesson planning and collaboration.
- To address transition and nontraditional issues, guest speakers, and other career awareness and transition activities including distance learning are provided.
- Program highlights include actual participation with Wildland Fire Crew (Fire Science), student-run service for campus utility carts (Automotive), and introduction of a new Energy Auditing course.
- Performance highlights include 129 GEDs and 20 high school diplomas awarded. Of the 1,148 CTE students, approximately 50% were returned to district high schools, 20% to charter/online schools, 10% were employed, and approximately 20% enrolled in postsecondary/vocational training.
- Career counselors work with all students to assist with career and post high school planning including CTE courses.
- Students participate in career planning opportunities using AzCIS and other Arizona designed resources to create their personal "Transitional Plan" portfolio.
- Professional development for teachers and counselors provide teaching and learning strategies, CTE information, and CTE Programs of Study planning information.
- Postsecondary partnerships have been developed to support CTE Programs of Study.

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 a variety of ways in order to meet 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 State-Approved Program List reflects only CTE program offerings which incorporate high skill, high wage and high demand occupations, per Perkins requirements. This program list is determined by analyzing Arizona's labor market data, while incorporating academic and technical skill requirements as well (see Permissible Activities #17).

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

Using the Desk Monitoring Document, each LEA must report participation and success of CTE special populations attainment each year. Other reporting instruments are utilized as well, such as mid-year and final narrative reports and Program Improvement Plans. On the Desk Monitoring Document, if special populations attainment results are low, LEAs must create an improvement plan to analyze, remedy and improve services and success for special populations. And per Perkins requirements, the LEA Annual Local Evaluation process must include representatives of special populations in order to help ensure the success of special populations students in CTE programs.

Additional relevant activities supported by statewide Leadership dollars are: Data collection; training workshops and other professional development; ongoing technical assistance provided to LEAs by staff to address such topics as Program Improvement Plans for those programs not meeting Performance Measures, Career Information Services, Nontraditional Participation and Retention (see item #A5), Classroom Management, Academic Integration in CTE, Using CTE Assessment Results to Drive Instruction, and Transition Services; and others. This type of support helps to facilitate success for all Arizona CTE students, including special populations, in programs that lead to high skill, high wage and high demand occupations.

9. Offering technical assistance for eligible recipients.

State Leadership funds 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 monitoring and improvement, professional development and career and guidance counseling.

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.

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.

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.

Regional JTED workshop trainings were provided to CTE educators, high school counselors, JTED counselors, and postsecondary advisors to ensure knowledge and implementation of Programs of Study in high schools offering CTE courses.

At the postsecondary level, during 2011-2012, ADE CTE conducted site visits with six community college LEAs. The colleges provided a CTE overview and tour of program facilities. The main focus of the visits was to conduct a meeting with college/Perkins administrators and CTE program leaders to develop an improvement plan with strategies for impacting improvement on the performance measure(s). Technical assistance was provided in the following areas:

- Overview of performance data for all Arizona community colleges with emphasis on areas showing improvement and those experiencing challenges.
- Emphasis on individual college performance data and strategies for improvement.
- Review of performance measure definitions with expectations for the future.
- Review of performance measures summary charts showing data from the past three years.
- A review of implemented strategies and how the strategies will produce results which improve performance.
- Analysis of data reporting procedures for the college as it relates to quality issues.
- Description of requirements and rationale for quality Programs of Study.

Additional technical assistance was provided during the ADE CTE Administrators' meetings held throughout 2011-2012 for secondary and postsecondary. Technical assistance was provided to postsecondary attendees in the following areas:

- Strategies for improving data reporting that will drive improvement on all performance measures.
- Best practices for developing Programs of Study.
- Certification and licensure: initiatives encouraging student's reporting of industry credentials.
- Developing connections and communications with the US Department of Education.
- Strategies to recruit, retain and report special populations students in CTE programs.
- Secondary and postsecondary collaborative initiatives in developing Programs of Study.
- Guidance and resources for surviving audits.
- Improvement plan requirements and strategies for improvement.

The Arizona 2011 Annual CTE Summer Conference in partnership with Arizona ACTE and Arizona Tech Prep, provided one week of professional development/technical assistance opportunities for 1,088 CTE educators. Two hundred and forty-seven sessions were conducted, focusing on topics such as Perkins funding and requirements, data collection/reporting, Common Core Standards, trade show/expo, technology, CTSO sessions, strands addressing each program area, administration, Programs of Study, Interdisciplinary, and postsecondary. Nationally known speakers such as Dr. Bill Daggett, Dr. William C. Symonds and Ms. Jan Bray presented visionary direction for Arizona CTE leadership and successful implementation in order to strengthen CTE student outcomes per Perkins requirements.

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 site visits. LEAs were offered guidance and resources so that they could better guide students in making appropriate career and educational decisions.

CTE in partnership with AzSCA offered a variety of regional workshops so that stakeholders are more informed concerning student career and educational advisement and guidance. Beginning in the fall of 2011 regional workshop-trainings were offered through the JTED sites to ensure that high school counselors and postsecondary advisory were knowledgeable and had current information for CTE students Programs of Study. This venue is being used to promote the upcoming Rigorous Program of Study's eight elements – of providing “guidance counseling and academic advisement” for all CTE students. Work time has been provided to ensure that site-specific CTE Program of Study templates have been developed and are being used by school counselors.

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 and Program of Study consortia have collaborated with partners in establishing articulation agreements. These agreements provide postsecondary education and training opportunities for students. Objective 9 of the Arizona Perkins secondary grant application, Objective 10 of the postsecondary Perkins grant application and Requirement 2.1 each specifically addresses articulation. The objectives state, “Link secondary and postsecondary CTE programs including offering at least one Program of Study that may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs and 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. As we transition to Programs of Study, these articulation agreements will no longer be utilized and only dual credit agreements will be utilized.

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 funds. During 2011-2012, CTSO participation became a required essential element for programs to participate in Perkins funding. CTE supports activities that enhance CTSO participation, including 14 professional development activities for all 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 2011-2012, three public charter schools participated in the Perkins Basic Grant process offering a variety of CTE programs. Charter school teachers, guidance counselors, and staff received the same technical assistance and professional development opportunities as non-charter public schools.

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 funds provide support for administrators and staff offering these courses with on-site technical assistance and current information and resources posted on our Arizona CTE website. Approved CTE programs require work-based learning activities that can also be obtained through job-shadowing, simulated industry settings, and school-based businesses.

The Workplace Employability Skills Project in partnership with UA/WEDO and Corporate Education Consulting, Inc. in conjunction with the Arizona Chamber of Commerce & Industry and Arizona Joint Technical Education Districts presented the draft standards and measurement criteria for review and were adopted in July 2011. Rubrics for six of the Standards/Measurement Criteria were completed. The rubrics are available online at: <http://www.azed.gov/career-technical-education/tech-standards/>.

The Workforce Employability Skills Project 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 Adult Education. Specific curriculum was designed and provided through ADE Adult Education section to all participants working toward taking and passing the GED exam. Learners will exit the GED process with not only a GED diploma, but skills needed to be "job ready." Additionally, AzCIS is provided to Secure Care facilities across Arizona.

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 Online 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 new partnership this year with UA/WEDO. The Arizona Skill Standards Commission oversees the Arizona CTE Online Assessment System.

In partnership with UA/WEDO, 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 2012 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 49 CTE programs/options. Teachers were challenged to "Go for the Gold" by writing items at higher levels of thinking on Blooms Taxonomy.

Leadership funds support the Arizona CTE Online Assessment System housed at the Arizona Department of Education. The system is available 24/7 during assessment windows in the fall and the spring. 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 results to use for diagnostic analysis to improve programs. The final assessment results are used for state and federal reporting purposes. During Spring 2012, participation in the Final Assessment increased by four percent to almost 16,500 students. Over 13,360 certificates and student skill attainment transcripts were issued by the Arizona Skill Standards Commission at the completion of the Spring 2012 testing window.

During the CTE Summer Conference over 400 CTE teachers participated in the opportunity to take their CTE technical skills assessment. The testing conditions were similar to testing conditions for students. Seventy-eight percent of the CTE teachers on the exit survey strongly agreed that taking the assessment was a valuable experience.

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

ADE CTE collaborates with and supports IT programming staff to develop and enhance the CTE Secondary Online System for reporting disaggregated CTE information by the LEAs. This online system collects data and generates 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 2011 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.

17. Supporting occupational and employment information resources.

The 2011-2012 CTE Program List is based on Arizona Labor Market Information (LMI) provided by the Arizona Department of Commerce Research and Administration Division. It includes projected job openings for 2008-2018, May 2010 wage survey and ONET data for all available SOC codes. The research included the crosswalk to Classification of Instruction Programs. BLS Education Codes are used through the Associate Degree. The end result of the research is a market driven list of CTE occupational programs available to secondary and postsecondary LEAs based on high wage, high demand and high skill occupations.

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 49 program/option areas in 2011-2012. During the 2012 Spring testing window, over 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 49 areas:

2011-2012 End-of-Program Assessments with Technical Skill Attainment Data

CIP	Program/Option	CIP	Program/Option
52.0300.0	Accounting and Related Services	01.0100.0	Environmental Service Systems Option G
46.0400.2	Advanced Construction Technologies Option A	52.1900.2	Fashion Design and Merchandising Option A
52.1800.3	Advertising and Public Relations Option B	52.0800.0	Financial Services
01.0100.9	Agribusiness Systems Option F	43.0200.0	Fire Service
47.0600.5	Aircraft Mechanics Option D	52.0900.0	Hospitality Management
01.0100.4	Animal Systems Option C	52.1900.3	Interior Design and Merchandising Option B
15.1300.2	Architectural Drafting Option A	51.0800.3	Laboratory Assisting Option B
50.0500.3	Arts Management Option B	43.0100.0	Law, Public Safety and Security
48.0500.2	Automation/Robotics Option A	15.1300.4	Mechanical Drafting Option C
47.0600.3	Automotive Collision Repair Option B	51.0800.6	Medical Assisting Services Option E
47.0600.2	Automotive Technologies Option A	01.0100.5	Natural Renewable Resources Systems Option D
41.0100.0	Bioscience	15.1200.3	Network Technologies Option B
52.0200.0	Business Management and Administrative Services	51.3900.0	Nursing Services
52.0400.0	Business Operations Support and Assistant Services	51.0800.2	Pharmacy Support Services Option A
46.0400.4	Cabinetmaking Option C	01.0100.3	Plant Systems Option B
46.0400.3	Carpentry Option B	48.0500.3	Precision Machining Option B
15.1200.2	Computer Maintenance Option A	52.1800.2	Professional Sales and Marketing Option A
12.0500.0	Culinary Arts	15.1200.4	Software Development Option C
13.1210.0	Early Childhood Education	51.0800.5	Sports Medicine and Rehabilitation Services Option D
13.1200.0	Education Professions	51.0900.4	Surgical Technician Option C
15.1300.3	Electronic Drafting Option B	50.0500.2	Technical Theatre Option A
51.0900.3	Emergency Medical Services Option B	51.3500.0	Therapeutic Massage
15.0000.0	Engineering Sciences	15.1200.5	Web Page Development Option D
52.1800.4	Entertainment Marketing Option C	48.0508.0	Welding Technologies
52.1800.5	Entrepreneurship Option D		

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 48 program/option areas. Although improving, 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. Through extensive technical assistance and continued dialog with postsecondary constituents, strategies for retrieval of assessment results were implemented which have produced positive results 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 2011-2012 the Arizona CTE Online Assessment was used by three community colleges to assess Mechanical Drafting, Business Management and Administration and Nursing Services.

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

2011-2012 Postsecondary Programs with Technical Skill Attainment Data

CIP	Program	CIP	Program
01.0100	Agribusiness	47.0607	Airframe Mechanics/Aircraft Maintenance
10.0200	Multi Media Technologies	47.0609	Avionics Technology
11.0901	Cisco Networking Technology	48.0508	Welding Technology
12.0401	Cosmetology	49.0102	Air Transportation Pilot
12.0503	Culinary Arts/Chef Training	49.0199	Air Transportation
13.1200	Education and Training: Education Professions	49.0202	Heavy Equipment Operations
13.1205	Education and Training: Secondary Education and Training	51.0601	Dental Assisting
13.1210	Early Childhood Education	51.0602	Dental Assisting – Hygiene
13.1299	Education and Training: Education Professions – Sign Language Interpretation	51.0603	Dental Laboratory Technology/Technician
15.1200	Information Technologies – Network Technologies	51.0719	Clinical Research Coordinator
15.1300	Drafting and Design Technology	51.0801	Allied Health Services – Medical Assisting Services
43.0100	Law, Public Safety and Security	51.0805	Pharmacy Technician
43.0200	Fire Service	51.0808	Veterinary/Animal Health Technology/Technician and Veterinary Assistant
43.0203	Fire Service/Fire Fighting	51.0899	Medical Laboratory Assistant
46.0300	Electrical and Power Transmission	51.0904	Allied Health Diagnostic and Intervention Technologies – Emergency Medical Paramedics
46.0399	Electrical and Power Transmission: Solar	51.0908	Diagnostic and Intervention Technologies – Respiratory Therapy Technician
46.0400	Construction Technologies	51.0911	Radiographer
46.0401	Building and Construction Technologies	51.1009	Phlebotomy Technician
47.0100	Electrical Systems Installation and Maintenance Technologies	51.3801	Nursing Services – Registered Nurse
47.0200	Heating, Ventilation and Air Conditioning	51.3901	Nursing Services – Licensed Practical Nursing
47.0302	Heavy Equipment Maintenance Technology	51.3902	Nursing Services – Nursing Assistant
47.0303	Industrial Mechanics and Maintenance Technology	51.3501	Therapeutic Massage
47.0600	Automotive Technologies	52.0201	Business Management, Marketing and Administrative Services
47.0604	Automotive Service Consultant/Technician	52.1904	Design and Merchandising – Fashion Design and Clothing

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 49 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 2011-2012, 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 Arizona CTE Online 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 provide technical assistance and has shared resources in assisting postsecondary institutions in identifying applicable industry assessments and licensures. Arizona community colleges continue to share resources and have established best practices for retrieving results for those concentrators who pass industry assessments/licensures. The chart of industry certificates, credentials and licensures for community college programs which is included in the Perkins Postsecondary Manual was revised and expanded in 2011-2012 to provide additional resources for postsecondary institutions.

3. The state's plan and timeframe for increasing the coverage of programs and students reported in the 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 CTE Online Assessment System credential and will be held accountable for increasing the percentage of eligible student participation annually. Pilot testing will be conducted in 2013-2014 and Technical Skills Attainment data for 2S1 will be available for reporting in the 2014 Consolidated Annual Report. Arizona has recently validated standards in these additional program areas:

CIP	Program/Option	CIP	Program/Option
10.0200.2	Digital Printing Option A	46.0300.2	Residential Electrician Option A
10.0200.3	Graphic Web Design Option B	46.0300.3	Industrial Electrician Option B
10.0200.9	Film and TV Option F	47.0600.4	Diesel Engine Repair Option C
10.0200.0	Music and Audio Production Option G	47.0600.5	Aircraft Mechanics Option D

Postsecondary institutions are increasing usage of the Arizona CTE Online Assessment System in those programs for which there is not an appropriate industry credential. During 2011-2012, an additional community college used the Arizona CTE Online Assessment System and assessed in two additional program areas. 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 or more 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 or More Consecutive Years		Missing a PM for 2 Consecutive Years		1 st Year Missing a PM	
FY11-12 Eligible Recipients	105 LEAs	FY11-12 Eligible Recipients	105 LEAs	FY11-12 Eligible Recipients	105 LEAs
Performance Measure	# LEAs	Performance Measure	# LEAs	Performance Measure	# LEAs
1S1 AIMS Reading	0	1S1 AIMS Reading	0	1S1 AIMS Reading	0
1S2 AIMS Math	0	1S2 AIMS Math	0	1S2 AIMS Math	7
2S1 Technical Skill Attainment	1	2S1 Technical Skill Attainment	0	2S1 Technical Skill Attainment	2
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	2	5S1 Placement	3
6S1 Nontraditional Participation	3	6S1 Nontraditional Participation	1	6S1 Nontraditional Participation	7
6S2 Nontraditional Completion	1	6S2 Nontraditional Completion	2	6S2 Nontraditional Completion	12
<i>Number of LEAs that did not meet 1 or more PM</i>	4	<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>	24

These charts reflect the positive impact of ADE CTE's increased focus on performance measures accountability. ADE CTE provided, and continues to provide, technical assistance to those LEAs that were required to create and

implement Improvement Plans. Targeted technical assistance continues to be delivered to LEAs that struggle to meet performance measures 6S1 and 6S2.

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

Missing a PM for 3 Consecutive Years		Missing a PM for 2 Consecutive Years		1 st Year Missing a PM	
FY11-12 Eligible Recipients	10 LEAs	FY11-12 Eligible Recipients	10 LEAs	FY11-12 Eligible Recipients	10 LEAs
Performance Measure	# of LEAs	Performance Measure	# of LEAs	Performance Measure	# of LEAs
1P1 Technical Skill Attainment	0	1P1 Technical Skill Attainment	0	1P1 Technical Skill Attainment	0
2P1 Credential, Certificate, or Degree	1	2P1 Credential, Certificate, or Degree	0	2P1 Credential, Certificate, or Degree	0
3P1 Student Retention	0	3P1 Student Retention	0	3P1 Student Retention	0
4P1 Student Placement	0	4P1 Student Placement	0	4P1 Student Placement	1
5P1 Nontraditional Participation	0	5P1 Nontraditional Participation	1	5P1 Nontraditional Participation	0
5P2 Nontraditional Completion	2	5P2 Nontraditional Completion	0	5P2 Nontraditional Completion	0
<i>Number of LEAs that did not meet 1 or more PM</i>	3	<i>Number of LEAs that did not meet 1 or more PM</i>	1	<i>Number of LEAs that did not meet 1 or more PM</i>	1

All postsecondary LEAs requiring an Improvement Plan are provided with technical assistance prior to submitting their Improvement Plan and Basic Grant Application. Six LEA site visits were conducted with emphasis on Improvement Plans for those LEAs who did not meet a performance measure for two consecutive years. During technical assistance site visits, discussions regarding contributing factors and accurate reporting were the focus of improvement strategies. Through technical assistance and the Perkins Postsecondary Manual, clarification on uniform reporting has improved performance for 2P1 and 4P1. The charts indicate the positive impact of focused technical assistance and professional development activities on significantly reducing the number of improvement plans needed for missing a performance measure for two consecutive years. Further technical assistance will continue to concentrate on strategies for improvement with LEA action plans for 2P1 and 5P2.

Tech Prep Grant Award Information

No new funds were awarded from the Office of Vocational and Adult Education (OVAE) for 2011-12. Tech Prep Consortia were funded from carryover funds as long as they lasted or there was a consortia director present. 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 had been funded on a formula basis. Consortia were allowed to utilize funds that were still available. There were 11 consortia but only four lasted until the end of September 2012. The consortia were to focus on the transition to Programs of Study utilizing their remaining funds.

Tech Prep Local Funding Levels

2010-2011(continued with unused funds in 2012) 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

Several of the consortia had their directors leave early in the year since they had run out of funds. All directors however had to report on performance measures and submit their articulation forms before leaving. 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.
 - b. Ten of the eleven consortia met 2P1. This reflects an improvement of three additional consortia.
 - c. Ten of the eleven consortia met 4P1.
 - d. Only one consortium did not meet 5P1. This is two more than last year.
 - e. Only two consortia did not meet 5P2. This reflects an improvement of five additional consortia.
4. In 2011-2012, 220 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 three 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.

The Tech Prep section of the Perkins Postsecondary Manual will be converted to a Program of Study (POS) section in the hopes of starting to develop data for POS. Not all Tech Prep measures or strategies will transfer to the POS model. Strategies to improve the consortia's performance were limited due to elimination of the Tech Prep funds from OVAE on July 2011. Arizona is providing Tech Prep data for the 2012 CAR to the best of its abilities considering the defunding and loss of many of the consortia directors. 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 dissolved on January 1, 2012 and all remaining Tech Prep consortia dissolved September 2012 when all Tech Prep funds were 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 completed as much articulation work as possible for the 2012 CAR report.
5. The few consortia directors still in operation after January 1, 2012 focused 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 were no Tech Prep grant applications for the 2011-2012 year since there were no new funds. The state was not 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 2011-2012 Performance Measure Achievement

	Cochise	Cocconino	East Valley	Eastern Arizona	Mohave	Northeastern Arizona	Pima/ Santa Cruz	Pinal	Western Maricopa	Yavapai	Yuma/La Paz	Number of consortia meeting SALLP
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	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	10 of 11
3P1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11 of 11
4P1	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	10 of 11
5P1	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	10 of 11
5P2	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	9 of 11
Totals	6/6	6/6	6/6	6/6	6/6	6/6	4/6	6/6	6/6	4/6	5/6	

1STP1	Y	N	Y	Y	Y	N	Y	N	Y	Y	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	N	Y	N	Y	Y	N	Y	Y	Y	Y	7 of 11
1PTP1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11 of 11
1PTP2	Y	Y	N	Y	Y	Y	N	Y	N	Y	Y	8 of 11
1PTP3	Y	N	N	Y	Y	N	N	N	N	N	N	3 of 11
1PTP4	N	N	Y	Y	N	Y	Y	N	Y	N	N	5 of 11
Totals	7/9	4/9	7/9	8/9	8/9	5/9	6/9	6/9	7/9	6/9	7/9	
Grand Totals	21/23	18/23	21/23	22/23	22/23	19/23	18/23	20/23	21/23	18/23	20/23	

CIP	2012 CTE Program List	CIP	2012 CTE Program List	CIP	2012 CTE Program List
01.0100	Agricultural 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	Multimedia 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	51.3900	Nursing Services
12.0500	Culinary Arts	47.0200	Heating, Ventilation and Air Conditioning	51.3500	Therapeutic Massage
13.1200	Education and Training: Education Professions	47.0300	Heavy/Industrial Equipment Maintenance Technologies	52.0200	Business Management and Administrative Services
13.1210	Education and Training: Early Childhood Education	47.0600	Transportation Technologies Automotive Technologies General Service Technician Automotive Collision Repair Diesel Engine Repair Aircraft Mechanics	52.0300	Accounting and Related Services
15.0000	Engineering Sciences	48.0500	Precision Manufacturing Automation/Robotics Computer Controlled Fabrication	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 Entertainment Marketing Entrepreneurship Advertising and Public Relations
41.0100	Bioscience	50.0500	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
Orange - Existing Program Name and Option Change

Gold - Existing Program with CIP Change
Purple - Emerging Programs

70 Programs/Options

Interim Financial Status Report (FSR) Form

I. State Name: Arizona **VI. Title I Grant Award Amount:** 24835965
II. Federal Funding Period: 7/1/2011 - 9/30/2013 **VII. Title II Grant Award Amount:** N/A
III. Reporting Period: 7/1/2011 - 9/30/2012 **VIII. Title II Funds Consolidated with Title I Funds:** 0
IV. Accounting Basis: Cash **IX. Total Title I Funds (Title I Award + Title II Consolidated Funds):** 0
V. Grant Award Numbers: State Basic Grant (Title I): V048A110003A **X. Total Title II Funds Remaining (Title II - title II Consolidated Funds):** 0
 Tech Prep Grant (Title II): N/A

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	0.00	0	0	1000000.00	1000000.00
E	Funds for Postsecondary Recipients	0.00	0.00	0.00	0	0	0.00	0.00	0	0	0.00	0.00
F	Total (Row D + E)	0.00	0.00	0.00	0	0	0.00	0.00	0	0	1000000.00	1000000.00
G FORMULA DISTRIBUTION												
H	Funds for Secondary Recipients	0.00	13532896.29	0.00	13532896.29	13532896.29	0.00	0.00	13532896.29	13532896.29	16943986.00	3411089.71
I	Funds for Postsecondary Recipients	0.00	1859028.00	0.00	1859028	1859028	0.00	0.00	1859028	1859028	3166585.00	1307557.00
J	Total (Row H + I)	0.00	15391924.29	0.00	15391924.29	15391924.29	0.00	0.00	15391924.29	15391924.29	20110571.00	4718646.71
K	TOTAL LOCAL USE OF FUNDS (Row F + J)	0.00	15391924.29	0.00	15391924.29	15391924.29	0.00	0.00	15391924.29	15391924.29	21110571.00	5718646.71
L STATE LEADERSHIP												
M	Non-Traditional Training and Employment	0.00	0.00	0.00	0	0	0.00	0.00	0	0	60000.00	60000.00
N	State Institutions	0.00	0.00	0.00	0	0	0.00	0.00	0	0	248359.00	248359.00
O	Other Leadership Activities	0.00	1403332.39	0.00	1403332.39	1403332.39	0.00	0.00	1403332.39	1403332.39	2175237.00	771904.61
P	TOTAL STATE LEADERSHIP (Row M + N + O)	0.00	1403332.39	0.00	1403332.39	1403332.39	0.00	0.00	1403332.39	1403332.39	2483596.00	1080263.61
Q STATE ADMINISTRATION												
R	TOTAL STATE ADMINISTRATION	0.00	3436354.93	0.00	3436354.93	3436354.93	2358900.00	0.00	1077454.93	1077454.93	1241798.00	164343.07
S	TOTAL TITLE I FUNDS (Row K + P + R)	0.00	20231611.61	0.00	20231611.61	20231611.61	2358900.00	0.00	17872711.61	17872711.61	24835965.00	6963253.39
T *TOTAL TITLE II FUNDS*												
U	Funds for State Administration	0.00	0.00	0.00	0	0	0.00	0.00	0	0	0.00	0.00
V	Funds for Local Consortia	0.00	0.00	0.00	0	0	0.00	0.00	0	0	0.00	0.00
W	TOTAL TITLE II FUNDS (Row U + V)	0.00	0.00	0.00	0	0	0.00	0.00	0	0	0.00	0.00

Comment:

Final 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 - 9/30/2012 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): 818590 XI. FSR Amended Date of Filing Amended FSR: 01/29/2013
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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	218590.00	0.00	218590	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)	0.00	218590.00	0.00	218590	218590	0.00	218590	0.00	218590	218590.00	0.00
G	FORMULA DISTRIBUTION											
H	Funds for Secondary Recipients	13867406.60	1045238.64	0.00	4045238.64	17912645.24	0.00	17912645.24	0.00	17912645.24	17894748.00	-17897.24
I	Funds for Postsecondary Recipients	1885430.75	1311040.25	0.00	1311040.25	3196471	0.00	3196471	0.00	3196471	3196471.00	0.00
J	Total (Row H + I)	15752837.35	356278.89	0.00	5356278.89	21109116.24	0.00	21109116.24	0.00	21109116.24	21091219.00	-17897.24
K	TOTAL LOCAL USE OF FUNDS (Row F + J)	15752837.35	574868.89	0.00	5574868.89	21327706.24	0.00	21327706.24	0.00	21327706.24	21309809.00	-17897.24
L	STATE LEADERSHIP											
M	Non-Traditional Training and Employment	6052.19	53947.81	0.00	53947.81	60000	0.00	60000	0.00	60000	60000.00	0.00
N	State Institutions	0.00	232806.76	0.00	232806.76	232806.76	0.00	232806.76	0.00	232806.76	250704.00	17897.24
O	Other Leadership Activities	981073.18	1215258.82	0.00	1215258.82	2196332	0.00	2196332	0.00	2196332	2196332.00	0.00
P	TOTAL STATE LEADERSHIP (Row M + N + O)	987125.37	1502013.39	0.00	1502013.39	2489138.76	0.00	2489138.76	0.00	2489138.76	2507036.00	17897.24
Q	STATE ADMINISTRATION											
R	TOTAL STATE ADMINISTRATION	3480795.87	131622.13	0.00	131622.13	3612418	2358900.00	1253518	0.00	1253518	1253518.00	0.00
S	TOTAL TITLE I FUNDS (Row K + 20220758.59)	208504.41		0.00	7208504.41	27429263	2358900.00	25070363	0.00	25070363	25070363.00	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	1041329.90	838942.10	0.00	838942.1	1880272	0.00	1880272	0.00	1880272	1880272.00	0.00
W	TOTAL TITLE II FUNDS (Row U + 1041329.90)	838942.10		0.00	838942.1	1880272	0.00	1880272	0.00	1880272	1880272.00	0.00

Comment:

Student Enrollment Form of CTE Participants

State: Arizona
Program Year: 2011-2012

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	89730	139839	N/P	77119	9957
2	GENDER					
3	Male	46940	62581	PNO	42609	5081
4	Female	42790	77258	PNO	34510	4876
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	4630	5222	PNO	2517	422
14	Asian	2656	3976	PNO	2403	216
15	Black or African American	4190	8854	PNO	3474	379
16	Hispanic/Latino	33721	34686	PNO	29344	3149
17	Native Hawaiian or Other Pacific Islander	196	380	PNO	166	27
18	White	43122	75753	PNO	38109	5044
19	Two or More Races	1196	2023	PNO	1100	167
20	Unknown (Postsecondary Only)		8945	PNO		553
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES					
22	Individuals With Disabilities (ADA)		1664	PNO		136
23	Disability Status (ESEA/IDEA) (Secondary Only)	8848			7567	
24	Economically Disadvantaged	36908	53236	PNO	30934	3756
25	Single Parents	645	3246	PNO	576	123
26	Displaced Homemakers	PNO	108	PNO	PNO	2
27	Limited English Proficient	544	1996	PNO	462	78
28	Migrant Status	372			301	
29	Nontraditional Enrollees	63015	18591	PNO	50549	1199

Comment: Race/Ethnicity records are obtained from the Student Accountability Information System (SAIS) and are incomplete for 19 students. For the first time in 2011-2012, secondary participant data was calculated using either a qualifying federal or state participant record. Previous calculations counted federal records only.

Student Enrollment Form of CTE Concentrators

State: Arizona

Program Year: 2011-2012

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, & Math	Transp., Distrib., & Logistics	Total
1 SECONDARY																		
2	Female	444	138	1324	776	1039	49	PNO	1711	1590	416	107	277	74	835	68	134	8982
3	Male	458	981	1259	931	82	30	PNO	636	980	6	564	491	624	520	375	1306	9243
4	Total	902	1119	2583	1707	1121	79	N/P	2347	2570	422	671	768	698	1355	443	1440	18225
5 POSTSECONDARY																		
6	Female	226	199	1718	3485	2379	35	44	9122	581	1516	1640	2907	314	249	327	248	24990
7	Male	234	1951	1594	2717	607	27	35	3138	414	365	3021	4506	1114	141	313	1481	21658
8	Total	460	2150	3312	6202	2986	62	79	12260	995	1881	4661	7413	1428	390	640	1729	46648
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)	1362	3269	5895	7909	4107	141	79	14607	3565	2303	5332	8181	2126	1745	1083	3169	64873

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: 2011-2012**

<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	16991	17742	74.20%	95.77%	E	Y
2	GENDER						
3	Male	8554	9014		94.90%		
4	Female	8437	8728		96.67%		
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	1111	1247		89.09%		
14	Asian	462	468		98.72%		
15	Black or African American	658	697		94.40%		
16	Hispanic/Latino	6181	6510		94.95%		
17	Native Hawaiian or Other Pacific Islander	25	28		96.15%		
18	White	8369	8599		97.33%		
19	Two or More Races	170	175		97.14%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	1053	1656		63.59%		
23	Economically Disadvantaged	6725	7182		93.64%		
24	Single Parents	64	66		96.97%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	18	54		33.33%		
27	Migrant Status	88	96		91.67%		
28	Nontraditional Enrollees	3685	3820		96.47%		
29	Tech Prep	14875	15487		96.05%		

Comment: All secondary forms are submitted via EDEN/EDFACTS

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

State: Arizona
Program Year: 2011-2012

<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	15892	17808	74.00%	89.25%	E	Y
2 GENDER							
3	Male	8063	9043		89.16%		
4	Female	7829	8763		89.34%		
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	962	1249		77.02%		
14	Asian	456	469		97.23%		
15	Black or African American	596	708		84.18%		
16	Hispanic/Latino	5669	6533		86.77%		
17	Native Hawaiian or Other Pacific Islander	25	26		96.15%		
18	White	8016	8626		92.93%		
19	Two or More Races	157	175		89.71%		
20 SPECIAL POPULATION AND OTHER STUDENT CATEGORIES							
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	600	1665		36.04%		
23	Economically Disadvantaged	6140	7224		84.99%		
24	Single Parents	55	65		84.62%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	18	56		32.14%		
27	Migrant Status	74	94		78.72%		
28	Nontraditional Enrollees	3418	3838		89.10%		
29	Teah Prep	13085	15553		89.92%		

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: 2011-2012

<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	8331	9657	70.00%	86.27%	E	Y
2	GENDER						
3	Male	4088	4736		86.32%		
4	Female	4243	4921		86.22%		
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	528	677		77.99%		
14	Asian	227	255		89.02%		
15	Black or African American	319	394		80.96%		
16	Hispanic/Latino	3011	3670		82.04%		
17	Native Hawaiian or Other Pacific Islander	9	10		90.00%		
18	White	4152	4553		91.19%		
19	Two or More Races	82	92		89.13%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	568	658		86.20%		
23	Economically Disadvantaged	3374	4055		83.21%		
24	Single Parents	29	37		78.38%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	11	20		55.00%		
27	Migrant Status	25	37		67.57%		
28	Nontraditional Enrollees	2084	2385		87.38%		
29	Tech Prep	7342	8541		85.96%		

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: 2011-2012

<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	16967	17422	82.00%	97.39%	E	Y
2	GENDER						
3	Male	8522	8761		97.27%		
4	Female	8445	8661		97.51%		
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	1126	1185		95.02%		
14	Asian	470	480		97.92%		
15	Black or African American	679	692		98.12%		
16	Hispanic/Latino	6159	6344		97.08%		
17	Native Hawaiian or Other Pacific Islander	24	26		92.31%		
18	White	8335	8514		97.90%		
19	Two or More Races	170	177		96.05%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	1515	1551		97.68%		
23	Economically Disadvantaged	6731	6976		96.49%		
24	Single Parents	54	56		96.43%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	37	42		88.10%		
27	Migrant Status	83	86		96.51%		
28	Nontraditional Enrollees	3704	3775		98.12%		
29	Tech Prep	14952	15270		97.92%		
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: 2011-2012

<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	16948	17422	82.00%	97.28%	E	Y
2	GENDER						
3	Male	8505	8761		97.08%		
4	Female	8443	8661		97.48%		
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	1124	1185		94.85%		
14	Asian	470	480		97.92%		
15	Black or African American	679	692		98.12%		
16	Hispanic/Latino	6159	6344		97.08%		
17	Native Hawaiian or Other Pacific Islander	24	28		92.31%		
18	White	8323	8514		97.76%		
19	Two or More Races	170	177		96.05%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	1513	1551		97.55%		
23	Economically Disadvantaged	6726	6976		96.42%		
24	Single Parents	54	56		96.43%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	37	42		88.10%		
27	Migrant Status	82	86		95.35%		
28	Nontraditional Enrollees	3703	3775		98.09%		
29	Tech Prep	14931	15270		97.78%		

Comment:

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

State: Arizona

Program Year: 2011-2012

<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	13579	17043	56.00%	79.67%	E	Y
2	GENDER						
3	Male	6729	8614		78.12%		
4	Female	6850	8429		81.27%		
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	850	1295		65.64%		
14	Asian	392	459		85.40%		
15	Black or African American	559	714		78.29%		
16	Hispanic/Latino	4650	6007		77.41%		
17	Native Hawaiian or Other Pacific Islander	25	28		89.29%		
18	White	6987	8398		83.20%		
19	Two or More Races	110	131		83.97%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	1122	1652		67.92%		
23	Economically Disadvantaged	4701	6235		75.40%		
24	Single Parents	27	43		62.79%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	37	54		68.52%		
27	Migrant Status	42	54		77.78%		
28	Nontraditional Enrollees	2726	3382		80.60%		
29	Tech Prep	13268	16486		80.48%		
30	DISAGGREGATE INDICATORS						
31	Advanced Training & Postsecondary Education	10838			XXX%		
32	Employment	4998			XXX%		
33	Military	478			XXX%		

Comment:

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

State: Arizona
Program Year: 2011-2012

<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	21024	63015	23.50%	33.36%	E	Y
2	GENDER						
3	Male	5106	32882		15.53%		
4	Female	15918	30133		52.83%		
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	1147	3613		31.75%		
14	Asian	558	1574		35.45%		
15	Black or African American	1080	2954		36.56%		
16	Hispanic/Latino	8196	24629		33.28%		
17	Native Hawaiian or Other Pacific Islander	51	119		42.86%		
18	White	9681	29293		33.05%		
19	Two or More Races	310	824		37.62%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	1629	6416		25.39%		
23	Economically Disadvantaged	9142	27320		33.46%		
24	Single Parents	149	477		31.24%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	127	401		31.67%		
27	Migrant Status	92	330		27.88%		
28	Tech Prep	16348	50572		32.33%		

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: 2011-2012**

<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	2084	7811	13.00%	26.68%	E	Y
2	GENDER						
3	Male	398	3629		10.97%		
4	Female	1686	4182		40.32%		
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	149	606		24.59%		
14	Asian	53	185		28.65%		
15	Black or African American	84	323		26.01%		
16	Hispanic/Latino	740	2967		24.94%		
17	Native Hawaiian or Other Pacific Islander	3	8		37.50%		
18	White	1031	3652		28.23%		
19	Two or More Races	24	66		36.36%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	132	766		17.23%		
23	Economically Disadvantaged	841	3323		25.31%		
24	Single Parents	12	34		35.29%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	1	17		5.88%		
27	Migrant Status	8	36		22.22%		
28	Tech Prep	1669	6700		24.91%		

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: 2011-2012

<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	3672	3917	85.00%	93.75%	E	Y
2	GENDER						
3	Male	1285	1384		92.85%		
4	Female	2387	2533		94.24%		
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	102	121		84.30%		
14	Asian	92	99		92.93%		
15	Black or African American	101	108		93.52%		
16	Hispanic/Latino	626	692		90.46%		
17	Native Hawaiian or Other Pacific Islander	2	2		100.00%		
18	White	2529	2659		95.11%		
19	Two or More Races	23	23		100.00%		
20	Unknown	197	213		92.49%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	33	36		91.67%		
23	Economically Disadvantaged	1359	1455		93.40%		
24	Single Parents	97	100		97.00%		
25	Displaced Homemakers	9	11		81.82%		
26	Limited English Proficient	68	73		93.15%		
27	Nontraditional Enrollees	519	573		90.58%		
28	Tech Prep	431	465		92.69%		

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: 2011-2012

<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	10498	24410	41.50%	43.01%	E	Y
2	GENDER						
3	Male	4893	11952		39.27%		
4	Female	5805	12458		46.60%		
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	254	751		33.82%		
14	Asian	274	639		42.88%		
15	Black or African American	464	1165		39.83%		
16	Hispanic/Latino	2250	5038		44.68%		
17	Native Hawaiian or Other Pacific Islander	14	34		41.18%		
18	White	6452	14812		43.56%		
19	Two or More Races	84	217		38.71%		
20	Unknown	706	1758		40.21%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	86	225		38.22%		
23	Economically Disadvantaged	3599	8872		40.57%		
24	Single Parents	120	343		34.99%		
25	Displaced Homemakers	17	33		51.52%		
26	Limited English Proficient	88	301		29.24%		
27	Nontraditional Enrollees	1430	3096		46.19%		
28	Tech Prep	763	2016		37.85%		
29	DISAGGREGATE INDICATORS						
30	Credential	770			XXX%		
31	Certificate	5701			XXX%		
32	Degree	4826			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: 2011-2012**

<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	18567	27026	50.00%	68.70%	E	Y
2	GENDER						
3	Male	8431	12706		66.35%		
4	Female	10136	14320		70.78%		
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	597	934		63.92%		
14	Asian	520	736		70.65%		
15	Black or African American	1072	1501		71.42%		
16	Hispanic/Latino	4522	6402		70.63%		
17	Native Hawaiian or Other Pacific Islander	45	59		76.27%		
18	White	10599	15593		67.97%		
19	Two or More Races	224	319		70.22%		
20	Unknown	988	1482		66.67%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	266	368		72.28%		
23	Economically Disadvantaged	9087	12431		73.10%		
24	Single Parents	533	688		77.47%		
25	Displaced Homemakers	19	50		38.00%		
26	Limited English Proficient	295	458		64.41%		
27	Nontraditional Enrollees	2526	3550		71.15%		
28	Tech Prep	1657	2335		70.96%		

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: 2011-2012**

<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	11430	23611	38.00%	48.41%	E	Y
2	GENDER						
3	Male	5695	11503		49.51%		
4	Female	5735	12108		47.37%		
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	308	738		41.73%		
14	Asian	250	616		40.58%		
15	Black or African American	468	1138		41.12%		
16	Hispanic/Latino	2532	4888		51.80%		
17	Native Hawaiian or Other Pacific Islander	19	33		57.58%		
18	White	7179	14503		49.50%		
19	Two or More Races	92	204		45.10%		
20	Unknown	582	1491		39.03%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	87	198		43.94%		
23	Economically Disadvantaged	3802	8643		43.99%		
24	Single Parents	123	297		41.41%		
25	Displaced Homemakers	16	29		55.17%		
26	Limited English Proficient	68	289		23.53%		
27	Nontraditional Enrollees	1336	3014		44.33%		
28	Tech Prep	966	1869		51.60%		
29	DISAGGREGATE INDICATORS						
30	Apprenticeship	2			XXX%		
31	Employment	11427			XXX%		
32	Military	1			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: 2011-2012

<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	17235	61333	22.50%	28.10%	E	Y
2	GENDER						
3	Male	7977	27220		29.31%		
4	Female	9258	34113		27.14%		
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	616	2733		22.54%		
14	Asian	388	1496		25.94%		
15	Black or African American	1234	3587		34.40%		
16	Hispanic/Latino	4910	16644		29.50%		
17	Native Hawaiian or Other Pacific Islander	50	162		30.86%		
18	White	8763	32126		27.28%		
19	Two or More Races	217	733		29.60%		
20	Unknown	1057	3852		27.44%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	242	756		32.01%		
23	Economically Disadvantaged	6939	23294		29.79%		
24	Single Parents	298	1119		26.63%		
25	Displaced Homemakers	42	92		45.65%		
26	Limited English Proficient	237	913		25.96%		
27	Tech Prep	1237	4463		27.72%		

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: 2011-2012

<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	1353	5791	17.50%	23.36%	E	Y
2	GENDER						
3	Male	606	2705		22.40%		
4	Female	747	3086		24.21%		
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	27	129		20.93%		
14	Asian	28	138		20.29%		
15	Black or African American	87	279		31.18%		
16	Hispanic/Latino	373	1525		24.46%		
17	Native Hawaiian or Other Pacific Islander	5	15		33.33%		
18	White	755	3340		22.60%		
19	Two or More Races	8	44		18.18%		
20	Unknown	70	321		21.81%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	12	49		24.49%		
23	Economically Disadvantaged	430	1874		22.95%		
24	Single Parents	18	78		23.08%		
25	Displaced Homemakers	1	12		8.33%		
26	Limited English Proficient	11	42		26.19%		
27	Tech Prep	94	467		20.13%		

Comment:

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

State: Arizona
Program Year: 2011-2012

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	6297	13185	47.76
2	1STP2	Enroll in postsecondary in the same field or major	3697	13185	28.04
3	1STP3	Complete a State or industry-recognized certification or licensure	7339	8538	85.96
4	1STP4	Complete course(s) that award postsecondary credit.	4962	11510	43.11
5	1STP5	Enroll in remedial mathematics, writing, or reading course(s).	2668	6297	42.37

Comment:

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

State: Arizona
Program Year: 2011-2012

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.	591	1038	56.94
2	1PTP2	Complete a State or industry-recognized certificate or licensure	293	7157	4.09
3	1PTP3	On-time completion of a 2-year degree or certificate.	708	7545	9.38
4	1PTP4	On-time completion of a baccalaureate degree program.	736	5637	13.06

Comment: