

## OVERVIEW

For each of the below performance measures colleges will submit objectives including the programs that will address the objectives. Objectives may be addressed by all the college CTE programs, or the college may list which programs will be measured and reported for each objective.

### FEDERAL PERKINS GRANT PERFORMANCE MEASURES ARE AS FOLLOWS:

**PERFORMANCE MEASURE 1P1: TECHNICAL SKILL ATTAINMENT** - Strengthen student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate. [§113(b)(2)(B)(i)]. Improve academic and technical skills of CTE students through integration of academics with CTE programs [§134(b)(3)(B)].

**PERFORMANCE MEASURE 2P1: CREDENTIAL, CERTIFICATE, OR DEGREE** - Improve student attainment of an industry-recognized credential, a certificate or a degree [§113(b)(2)(B)(ii)].

**PERFORMANCE MEASURE 3P1: STUDENT RETENTION OR TRANSFER** - Improve student retention in postsecondary education or transfer to a baccalaureate degree program [§113(b)(2)(B)(iii)].

**PERFORMANCE MEASURE 4P1: STUDENT PLACEMENT** - Increase student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions. [§113(b)(2)(B)(iv)].

**PERFORMANCE MEASURE 5P1: NONTRADITIONAL PARTICIPATION** - Increase student participation in career and technical education programs that lead to employment in non-traditional fields. [§113(b)(2)(B)(v)]. Describe how funds will be used to provide information on preparation for nontraditional fields [§134(b)(10)].

**PERFORMANCE MEASURE 5P2: Nontraditional Completion** - Increase the student completion in career and technical education programs that lead to employment in non-traditional fields. [§113(b)(2)(B)(v)]. Describe how funds will be used to provide information on preparation for nontraditional fields [§134(b)(10)].

**PROGRAM OF STUDY (POS):** Eligible recipients will assure participation in the Program of Study (POS) consortium activities and assistance in getting at least one program of study established per member site [§135(b)(2)]. Eligible recipients will obligate the necessary expenditures of their Perkins allocation (excluding capital outlay) for POS activities.

**NOTE:** A template will be provided at the GME website for each performance measure. Only one table is necessary for each performance measure. Multiple objectives and multiple programs can be listed on one table.

## POSTSECONDARY - SAMPLE OBJECTIVES

The following objectives are samples of actual objectives. The submitting college information has been "blacked out" to protect privacy. These are examples and are not meant to be a template of any sort.

### 1P1-Technical Skill Attainment

1. By September 30, 2015, fund the purchase of equipment and supplies for BCT, MAC, & WLD, receive, install, and integrate into curriculum. Students in these programs that sit for an industry related assessment, will meet or exceed the State Adjusted Level of Performance (SALP) of 92% during the 2014/15 academic year.
2. During the 2014-2015 academic year, student skills, competencies, outcomes and measures will be developed in partnership with industry advisory groups, and aligned with state and national standards. These elements will be defined in detailed course descriptions (Form 3035) for each course in each CTE/Medical program. will provide specialized tools, equipment, laboratories, and work areas tailored to the instructional requirements of each CTE and Medical program.
3. Perkins Capital expenditures will provide safe, high-quality learning environments for observation, practice, and skills attainment.
4. achieved 88.47% on 1P1 on the November 2013 CAR. The expected goal for the 2014 CAR is 89.5%. 's goal for the 2014 CAR is to increase performance by 1.16%, to 89.5%.

### 2P1- Credential, Certificate, Degree

1. By 5/29/15 ensure instructors are communicating with industry including discussions on internships, apprenticeships, and required licenses or third party certifications desired by potential employers and to meet the minimum SALP percentage.
2. By 10/10/2015 (one week after 45-day census) data will be available to calculate the performance measure, 2P1. the four programs listed in part 3 will be given assessments required for certificates and degrees. The percentage of "concentrator" students who successfully earn an industry-recognized credential, a certificate or a degree attesting to their technical skills based on industry-recognized standards will meet/exceed the 43% 2014/15 proposed SALP. Students will earn industry-recognized credentials, certificates and degrees by concerted support and efforts of nationally certified instructors, advisory boards and tutors, while learning in industry certified laboratories and clinics.

### 3P1 - Student Retention or Transfer

1. During school year 2014-2015, Counselor/Retention Specialist and his staff will contribute to student counseling and transition services by providing personal assessment and advising to all students in the Student Learning Center. Students will have access to free tutoring services in most subjects, including developmental math and reading, Monday through Friday, evenings, and on weekends so that student retention rates will meet or exceed the SALP metric of 54%.

#### Evaluation Performance Measure(s)

The number of student concentrators who remain enrolled in their original postsecondary institution or transferred to another two-year or four-year postsecondary institution will meet or exceed the SALP metric of 54%.

#### Continual Improvement

See Continual Improvement Plan as per 1P1 Objective One

#### Deliverables:

Best practice tutoring strategies and methodologies. Tutoring materials.

#### Data Collection Source:

Report from Student Learning Center documenting number of students tutored and discipline topic submitted every semester to the project administrator.

2. To fund 3 Part-time accounting/business, computer science & health sciences tutors and Passages Coordinator (.25 FTE) to support academic and occupational opportunities for CTE students by May 15, 2015 in order to meet/exceed SALP.

#### **4P1- Student Placement**

1. [REDACTED] will meet or exceed the SALP (to be assessed between October 1 and December 31, 2015) of CTE concentrators who were placed or retained in employment in the 2nd quarter following the program year in which they left postsecondary education.

[REDACTED] to attain this objective collectively across its [REDACTED] campuses and [REDACTED] skill centers by improving CTE programs with the use of Perkins funding, as well as institutional funding and support. Program improvements, technology and instructional updates to assure that students are ready for today's job market, and additional career advising services for CTE concentrators will support increased placement and continued employment. Program improvements utilizing Perkins funding include improving available training resources, supporting faculty, enhancing advising and tutoring services, increasing awareness and availability of program information, updating available tools, technology and software for student training, and providing professional development for program faculty. As employers and recruiters see the value of having a workforce trained by [REDACTED], the effects of program improvements on placement and continued employment will be further increased.

This objective will be evaluated by reviewing institutional and external data on CTE student placement or retention in employment. Data will be evaluated in the aggregate and by program area. Adjustments and improvements to the respective programs will be suggested and implemented accordingly.

2. During the 2014-2015 academic year, [REDACTED] and Perkins funds will be used to fund a Career Services office, with an adviser and aide, to match students and graduates with jobs in their career fields. These activities will be supported partially through Perkins funds from July 1, 2014 to June 30, 2015.
3. Perkins funds will be used to contact concentrators who have left [REDACTED] and to ascertain whether they have found employment, and/or whether they need career services assistance.
4. [REDACTED] achieved 40.18% on 4P1 on the November 2013 CAR. The college's goal is to achieve 41% for the 2014-2015 academic year.

#### **5P1 - Nontraditional Participation**

1. By September 30, 2015, fund a temporary 50% (.5 FTE position) District- wide Student Services Advanced Specialist position, who will assist and coordinate with Tribal Students' College transition, retention, and success and enhance the recruitment of nontraditional students. Non-traditional students' participation at the College will meet or exceed the 5P1 SALP of 25%.
2. By September 30, 2015, the AUT, BCT, MAC, and WLD programs will invite at least one non-traditional program or industry representative to talk to students about career opportunities in the career field and to recruit non-traditional participation. The College will meet the SALP level of Non-traditional participation of 25%.

#### **5P2- Nontraditional Completion**

1. During school year 2014-2015, provide tuition waivers and book scholarship reimbursements for special population students (individuals with disabilities, economically disadvantaged students, single parents including single pregnant women, displaced homemakers, those pursuing occupations for non-traditional fields, and students with limited English proficiency) to complete academic requirements leading to the completion of certificates or degrees.

#### **2. Performance Measure(s):**

The number of CTE participants from underrepresented gender groups who complete a program that leads to employment in nontraditional fields shall meet or exceed the SALP metric of 18%.

#### **Continual Improvement:**

See Continual Improvement Plan as per 1P1 Objective One

Deliverables:

Workforce ready non-traditional graduates with industry credentials, certificates and degrees.

Data Collection Source:

Instructor classroom records, academic records, surveys, and student portfolios. Student Tuition Waiver documentation on those students receiving waivers and completion of designated courses.

3. So that the college will meet or exceed the SALP, by June 30, 2015 the college counseling office will assist the CTE administration in providing textbook and childcare assistance vouchers to 45 non-traditional CTE Program participants needing financial support to facilitate completion of CTE programs for struggling students.

**Program of Study (POS)**

1. By September 30, 2015, fund a temporary 50% (.5FTE) (part time), Support Technician to assist with collecting and recording dual enrollment data, program of study data, program review packets, and State Workforce Investment Act eligible training provider program data from all the programs District-wide in support related processes at the College. At least 3 new courses will be identified for Program of Study pathways and at list 75 programs will be listed correctly on the WIA ETPL website.

During the academic year 2014/2015, fund faculty supplemental pay for faculty or substitutes to allow [REDACTED] faculty and local high school and or the JTED faculty to meet together to review both the alignment of academic and technical courses and programs or prepare for industry certifications. At least 5 programs of study pathways will be documented.

## SAMPLE Performance Measure in GME System

**PERFORMANCE MEASURE 1P1: TECHNICAL SKILL ATTAINMENT** - Strengthen student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate. [§113(b)(2)(B)(i)]. Improve academic and technical skills of CTE students through integration of academics with CTE programs [§134(b)(3)(B)].

1	<b>Performance Measure and Objective Number:</b> Identify the PM and Objective Number (e.g., 1P1, Objective One). When submitting more than one objective for this PM, sequentially number as 1P1, Objective Two.	
2	Will this objective be implemented for all CTE programs included in the Perkins application?	<input type="checkbox"/> All CTE Programs <input type="checkbox"/> One or More CTE Programs
3	If no, list those programs where this objective will be implemented. If all CTE programs, state "N/A".	
4	Is this a required Program Improvement Plan (PIP) Objective based on the college's failing to attain 90% or more of the SALP?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5	<b>Measurable Objective:</b> State the Measurable Objective including descriptions how LEA will evaluate and continuously improve performance. Objective must be SMART--Specific, Measurable, Attainable, Results-oriented, and Timely.	
6	<b>Justification:</b> Explain how the objective and/or the expenditure item will improve the PM.	
7	<b>Expenditure Category:</b> Check if Perkins Funds will be used to address this Objective identifying the Expenditure Category. Check all that apply. If none will be used to meet this objective, choose " <b>None of the above</b> ".	<input type="checkbox"/> Salaries-Instructional (4100) <input type="checkbox"/> Salaries-Non-instructional (4150) <input type="checkbox"/> Employee-Benefits (4200) <input type="checkbox"/> Travel (4250) <input type="checkbox"/> Supplies and Materials (4300) <input type="checkbox"/> Purchased Services/Consultant Fees (4400) <input type="checkbox"/> Tuition (4500) <input type="checkbox"/> Printing and Reproduction (4600) <input type="checkbox"/> Utilities and Communications (4700) <input type="checkbox"/> Other Expenses (4800) <input type="checkbox"/> Capital Outlay (4900) <input type="checkbox"/> None of the above
8	<b>Expenditure Item</b> (description only). <b>If Perkins funds are being used</b> , describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	<div style="border: 1px solid black; background-color: #e0f2f7; padding: 5px; width: fit-content;"> <p>If Perkins Funds are not to be used, check none of the above in Section #7, and state N/A in Section #8</p> </div>

9	<b>Mid-Year Narrative:</b> Provide the mid-year progress and status update for the objective, justification and expenditure. <b>Due: March 31<sup>st</sup></b>	
10	<b>Final Narrative:</b> Provide the final status for the objective, justification and expenditure. <b>Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).</b>	
11	Does LEA need to create another objective for this measure? If “Yes”, a second template will appear. If “No”, go to next measure.	<input type="checkbox"/> Yes <input type="checkbox"/> No

**HINT:**

- Use the checklist for guidelines provided in the SECTIONS area to define specific detail to be included for each objective.
- Be sure activities listed under each objective will actually facilitate completing that objective.
- Include the statement “to meet or exceed SALP for EACH objective.
- Match related documents to funding categories (i.e. Capital Outlay Sheet to reflect funds spend on an objective; job descriptions related to funded objectives)
- Use the Performance levels chart to help target areas where the college needs specific funding/activities to achieve the target.
- If no Perkins funds will be used for the objective, please check box #7 (none of the above) and in Box #8 indicate N/A

## 2015 Postsecondary Performance Measures Definitions and Levels of Performance

Performance measures for Federal Perkins Grant participants are defined in the federal grant application. The State Adjusted Levels of Performance (SALP) are negotiated with the Federal Office of Career, Technical and Adult Education (OCTAE) to determine statewide goals at the secondary and postsecondary levels. Below are the historical levels of performance as well as the 2014/15 negotiated levels:

<p><b>PM 1P1</b>  <b>Technical Skill Attainment</b>                  2010/11 SALP - 68.00%                  2011/12 SALP - 85.00%                  2012/13 SALP - 87.50%                  2013/14 SALP - 88.50%  <b>2014/15 SALP - 92%</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who passed technical skill or end of program assessments that are aligned with industry-recognized standards during the reporting year.</p>
	<p><b>Denominator:</b> Number of <u>CTE concentrators</u> who took technical skill or end of program assessments during the reporting year.</p>
<p><b>PM 2P1</b>  <b>Credential certificate, or Degree</b>                  2010/11 SALP - 41.00%                  2011/12 SALP - 41.50%                  2012/13 SALP - 42.00%                  2013/14 SALP - 42.50%  <b>2014/15 SALP - 43%</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate or a degree during the reporting year.</p>
	<p><b>Denominator:</b> Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year</p>
<p><b>PM 3P1</b>  <b>Student Retention or Transfer</b>                  2010/11 SALP - 49.00%                  2011/12 SALP - 50.00%                  2012/13 SALP - 52.00%                  2013/14 SALP - 54.00%  <b>2014/15 SALP - 60%</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2-year or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p>
	<p><b>Denominator:</b> Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate or a degree in the previous reporting year.</p>
<p><b>PM 4P1</b>  <b>Student Placement</b>                  2010/11 SALP - 37.00%                  2011/12 SALP - 38.00%                  2012/13 SALP - 39.00%                  2013/14 SALP - 39.50%  <b>2014/15 SALP - 40%</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30) will be assessed between October 1 and December 31.</p>
	<p><b>Denominator:</b> Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>
<p><b>PM 5P1</b>  <b>Nontraditional Participation</b>                  2010/11 SALP - 21.50%                  2011/12 SALP - 22.50%                  2012/13 SALP - 23.00%                  2013/14 SALP - 23.50%  <b>2014/15 SALP - 25%</b></p>	<p><b>Numerator:</b> Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>
	<p><b>Denominator:</b> Number of <u>CTE participants</u> who participated in a program that leads to employment in a nontraditional field during the reporting year.</p>
<p><b>PM 5P2</b>  <b>Nontraditional Completion</b>                  2010/11 SALP - 17.00%                  2011/12 SALP - 17.50%                  2012/13 SALP - 18.00%                  2013/14 SALP - 18.50%  <b>2014/15 SALP - 20%</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p>
	<p><b>Denominator:</b> Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>

## Performance Measures - SALP and LALP

Grant recipients are required to meet 90% of the negotiated level of performance. Individual LEA's may negotiate local levels of performance (LALP) if there is a very specific and unique situation at the college which may prohibit desired levels of performance.

To negotiate a LALP, a formal application is made through ADE by March 15. Unique situations that did not exist in other parts of the State/U.S. would justify a LALP.

### The 2014/15 90% level of performance is as follows:

	FY 2015	90% of SALP
1P1 Technical Skill Attainment	92.00%	82.80%
2P1 Credential, Certificate, or Degree	43.00%	38.70%
3P1 Student Retention or Transfer	60.00%	54.00%
4P1 Student Placement	40.00%	36.00%
5P1 Nontraditional Participation	25.00%	22.50%
5P2 Nontraditional Completion	20.00%	18.00%

## Consolidated Annual Report Form IV (CAR IV) - Performance Measures

The CAR IV collects information on Career and Technical Education postsecondary performance measures for programs. The measures reported include: See Business Rules for direction.

Measure	Description
1P1 Technical Skill Attainment	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who passed technical skill or end of program assessments that are aligned with industry-recognized standards during the reporting year</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who took technical skill or end of program assessments during the reporting year</p>
2P1 Credential, Certificate, or Degree	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate or a degree during the reporting year</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year</p>
3P1 Student Retention or Transfer	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2-year or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate or a degree in the previous reporting year</p>
4P1 Student Placement	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2<sup>nd</sup> quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30) will be assessed between October 1 and December 31</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year</p>
5P1 Nontraditional Participation	<p><b>Numerator:</b> Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year</p> <p><b>Denominator:</b> Number of <u>CTE participants</u> who participated in a program that leads to employment in a nontraditional field during the reporting year</p>
5P2 Nontraditional Completion	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year</p>

## 1P1 - TECHNICAL SKILL ATTAINMENT

### REPORTING FORM -1P1

POSTSECONDARY CAREER AND TECHNICAL EDUCATION 1P1: Technical Skill Attainment ARIZONA PROGRAM YEAR<Enter FY>							
<b>Instructions:</b>			College/District: <Enter District Name>				
1 Gender and Ethnicity counts are UNDUPLICATED			Contact Name: <Enter Perkins Contact Name>				
2 Special Populations counts are DUPLICATED			Contact Title: <Enter Perkins Contact Title>				
3 Each cell must contain a numeric value			Contact Telephone: <Enter Perkins Contact Telephone>				
			Contact E-mail: <Enter Perkins Contact Email>				
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>						
2	<b>GENDER</b>						
3	Male						
4	Female						
5	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
6	American Indian or Alaska Native						
7	Asian						
8	Black or African American						
9	Hispanic/Latino						
10	Native Hawaiian or Other Pacific Islander						
11	White						
12	Two or More Races						
13	Unknown						
14	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
15	Individuals With Disabilities (ADA)						
16	Economically Disadvantaged						
17	Single Parents						
18	Displaced Homemakers						
19	Limited English Proficient						
20	Nontraditional Enrollees						
21	Tech Prep						
*See Glossary in Postsecondary Manual							
Additional Information:							

### FIELD DEFINITIONS FOR 1P1 TECHNICAL SKILL ATTAINMENT

Field	Comments
<b>Technical Skill Attainment</b>	
Program Year	Program year for the report
College District	College name Do not create a separate worksheet for individual campuses within a college district
Contact Name	Contact name for the person responsible for reporting the data
Contact Title	Contact title for the person responsible for reporting the data
Contact Telephone	Contact telephone for the person responsible for reporting the data
Contact Email	Contact email for the person responsible for reporting the data
Gender	Total students broken out by gender
Ethnicity	Total students broken out by ethnicity (See Appendix E) 1. For PY09-10 and beyond, the 1997 ethnicity guidelines will be used
Special Population and Other Student Categories	Total students broken out by special population category See glossary "Special Pops" for definitions

## BUSINESS RULES FOR 1P1 TECHNICAL SKILL ATTAINMENT

Category	Rule																								
Program Assessments	Occupational courses that are a part of a postsecondary CTE program. <ol style="list-style-type: none"> <li>1. For a Program Year, report results for:                             <ul style="list-style-type: none"> <li>• All CTE Programs</li> <li>• Use the Community College Programs with Identified Assessments listed in Appendix F or confer with ADE about others you have identified.</li> </ul> </li> </ol>																								
Reporting Time Periods	A 1-year lag exists between report year and cohort exit year. This allows for the assessment period and collection of data for cohort. <p><b>1P1</b></p> <table border="1" data-bbox="417 539 1417 760"> <thead> <tr> <th>Program Year</th> <th>Enrolled Cohort Timeframe</th> <th>Cohort Exit Year</th> <th>Assessment Timeframe</th> </tr> </thead> <tbody> <tr> <td>2009 - 10</td> <td>07/01/08 - 06/30/09</td> <td>2008 - 09</td> <td>Up to June 30, 2010</td> </tr> <tr> <td>2010 - 11</td> <td>07/01/09 - 06/30/10</td> <td>2009 - 10</td> <td>Up to June 30, 2011</td> </tr> <tr> <td>2011 - 12</td> <td>07/01/10 - 06/30/11</td> <td>2010 - 11</td> <td>Up to June 30, 2012</td> </tr> <tr> <td>2012 - 13</td> <td>07/01/11 - 06/30/12</td> <td>2011 - 12</td> <td>Up to June 30, 2013</td> </tr> <tr> <td>2013 - 14</td> <td>07/01/12 - 06/30/13</td> <td>2012 - 13</td> <td>Up to June 30, 2014</td> </tr> </tbody> </table>	Program Year	Enrolled Cohort Timeframe	Cohort Exit Year	Assessment Timeframe	2009 - 10	07/01/08 - 06/30/09	2008 - 09	Up to June 30, 2010	2010 - 11	07/01/09 - 06/30/10	2009 - 10	Up to June 30, 2011	2011 - 12	07/01/10 - 06/30/11	2010 - 11	Up to June 30, 2012	2012 - 13	07/01/11 - 06/30/12	2011 - 12	Up to June 30, 2013	2013 - 14	07/01/12 - 06/30/13	2012 - 13	Up to June 30, 2014
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2012 - 13	07/01/11 - 06/30/12	2011 - 12	Up to June 30, 2013																						
2013 - 14	07/01/12 - 06/30/13	2012 - 13	Up to June 30, 2014																						
Cohort	<ol style="list-style-type: none"> <li>1. The student is tracked for 5 years from first enrollment or until the student meets the requirement of “transfer”, “graduate”, or “placement”</li> <li>2. Student may only be counted one (1) time even though the student meets the criteria for multiple programs</li> <li>3. A student that meets the definition of “concentrator”. See Concentrator definition</li> <li>4. Gender and Ethnic data is unduplicated counts</li> <li>5. Special Populations data is duplicated counts</li> <li>6. Student cohort will be indicated in assessment results received by the institution. This measure does not look at the number of students who could have taken an assessment</li> <li>7. Student cohort is concentrators who either left the institution or completed a program during the cohort timeframe, and who took the assessment during the assessment timeframe.</li> <li>8. Exclude all high school students</li> <li>9. Include assessments taken during student’s postsecondary enrollment, as well as up to one year after exiting the institution</li> <li>10. Only one student assessment can be counted on a CAR Report (One student, one assessment per CAR Report)</li> </ol>																								
Numerator	Number of <u>CTE concentrators</u> who passed approved technical skill or end of program assessments that are aligned with industry-recognized standards during the reporting year																								
Denominator	Number of <u>CTE concentrators</u> who took approved technical skill or end of program assessments during the reporting year																								

## FAQs for 1P1 Technical Skill Attainment

### 1. What is a valid measure of technical skill attainment?

- a. *End-of-program State or National licensing/certification exams.*
- b. *CTE Online Industry Assessment.*

### 2. Will there be opportunities to make changes to the Community Colleges' Program Assessment List? (See Appendix F)

- a. *The list will be updated annually based on programs identified on the community college grants.*
- b. *Colleges will be expected to continue reporting 1P1 data for all CTE Programs offered at their sites.*
- c. *District is expected to maintain or increase student count. If course enrollment in a district's programs increases considerably, this rationale may be used for annually increasing coverage of programs and students in CTE as outlined in the Arizona State Plan. If current program enrollment will not increase student coverage, then a new program(s) must be added to the application. College district student enrollment in CTE programs are expected to increase because the state enrollment must increase.*

### 3. If the concentrator took the assessment before exiting the institution, is the student included in the cohort?

*Yes, the student is included in the cohort. Use assessments taken during the student's postsecondary enrollment, as well as up to one year after exiting the institution.*

### 4. A concentrator who exited did not take an assessment. Is the student included in the cohort?

*No, the student is excluded from the cohort.*

### 5. A concentrator took more than one type of assessment during the Assessment Timeframe. How do I count the student?

- a. *When reporting to the State, count the student only one time. Include the student once in the denominator because an assessment was taken and once in the numerator for an assessment passed.*
- b. *If you choose to prepare reports by each assessment for internal use by your college administrators, you can report the student on each individual report to accurately reflect the program's results.*

### 6. A concentrator took the same assessment more than once. How do I count the student?

*Count the student only one time. Include the student once in the denominator because an assessment was taken and once in the numerator for an assessment passed.*

**2P1 - Industry Recognized Credential, a Certificate or a Degree**

**REPORTING FORM 2P1 - INDUSTRY RECOGNIZED CREDENTIAL, A CERTIFICATE OR A DEGREE**

<b>POSTSECONDARY CAREER AND TECHNICAL EDUCATION</b> <b>2P1: Credential, Certificate, Degree</b> <b>ARIZONA</b> <b>PROGRAM YEAR&lt;Enter FY&gt;</b>							
<b>Instructions:</b>  1 Gender and Ethnicity counts are UNDUPLICATED 2 Special Populations counts are DUPLICATED 3 Each cell must contain a numeric value			College/District: <Enter District Name>		Contact Name: <Enter Perkins Contact Name>		
			Contact Title: <Enter Perkins Contact Title>		Contact Telephone: <Enter Perkins Contact Telephone>		
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Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>						
2	<b>GENDER</b>						
3	Male						
4	Female						
5	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
6	American Indian or Alaska Native						
7	Asian						
8	Black or African American						
9	Hispanic/Latino						
10	Native Hawaiian or Other Pacific Islander						
11	White						
12	Two or More Races						
13	Unknown						
14	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
15	Individuals With Disabilities (ADA)						
16	Economically Disadvantaged						
17	Single Parents						
18	Displaced Homemakers						
19	Limited English Proficient						
20	Nontraditional Enrollees						
21	Tech Prep						
22	<b>DISAGGREGATE INDICATORS</b>						
23	Credential						
24	Certificate						
25	Degree						
*See Glossary in Postsecondary Manual							
<b>Additional Information:</b>							

**FIELD DEFINITIONS FOR INDUSTRY RECOGNIZED CREDENTIAL, A CERTIFICATE OR A DEGREE**

Field	Comments
<b>Credential, Certificate, Degree</b>	
Program Year	Program year for the report
College District	College name Do not create a separate worksheet for individual campuses within a college district
Contact Name	Contact name for the person responsible for reporting the data
Contact Title	Contact title for the person responsible for reporting the data
Contact Telephone	Contact telephone for the person responsible for reporting the data
Contact Email	Contact email for the person responsible for reporting the data
Gender	Total students broken out by gender. Gender must be identified
Ethnicity	Total students broken out by ethnicity For PY09-10 and beyond, the 1997 ethnicity guidelines will be used
Special Population and Other Student Categories	Total students broken out by special population See glossary "Special Pops" for definitions
Sub Indicators/ Disaggregate Indicators	Credential - Industry-recognized credential Certificate - Student totals for those who have earned a college or industry certificate Degree - Student totals for those who have earned a degree See glossary "Awards" or "Certificate"

**BUSINESS RULES FOR 2P1 INDUSTRY RECOGNIZED CREDENTIAL, A CERTIFICATE OR A DEGREE**

Category	Rule																		
Reporting Time Periods	A 1-year lag exists between report year and cohort exit year. This allows time for the collection of data for exiting cohort  <b>2P1</b> <table border="1"> <thead> <tr> <th>Program Year</th> <th>Enrolled Cohort Timeframe</th> <th>Cohort Exit Year</th> </tr> </thead> <tbody> <tr> <td>2009 - 10</td> <td>07/01/08 - 06/30/09</td> <td>2008 - 09</td> </tr> <tr> <td>2010 - 11</td> <td>07/01/09 - 06/30/10</td> <td>2009 - 10</td> </tr> <tr> <td>2011 - 12</td> <td>07/01/10 - 06/30/11</td> <td>2010 - 11</td> </tr> <tr> <td>2012 - 13</td> <td>07/01/11 - 06/30/12</td> <td>2011 - 12</td> </tr> <tr> <td>2013 - 14</td> <td>07/01/12 - 06/30/13</td> <td>2012 - 13</td> </tr> </tbody> </table>	Program Year	Enrolled Cohort Timeframe	Cohort Exit Year	2009 - 10	07/01/08 - 06/30/09	2008 - 09	2010 - 11	07/01/09 - 06/30/10	2009 - 10	2011 - 12	07/01/10 - 06/30/11	2010 - 11	2012 - 13	07/01/11 - 06/30/12	2011 - 12	2013 - 14	07/01/12 - 06/30/13	2012 - 13
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Cohort	<ol style="list-style-type: none"> <li>The student is tracked for 5 years from first enrollment or until the student meets the requirement of "transfer", "graduate", or "placement"</li> <li>Student may only be counted one (1) time even though the student meets the criteria for multiple programs</li> <li>A student that meets the definition of "concentrator". See Concentrator definition</li> <li>Students have exited from the institution during the cohort timeframe. Use enrollment data in the fall term following the cohort timeframe to determine if the student has exited (left)</li> <li>Exclude all high school students</li> </ol>																		
Numerator	Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year																		
Denominator	Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year																		

## FAQs for Industry Recognized Credential, Certificate, Degree (2P1)

- 1. In the Sub Indicator/Disaggregate Indicator section, is the count duplicated or unduplicated?**  
Unduplicated
- 2. Under Sub Indicator/Disaggregate Indicator, where do you count the person who received both a certificate and a degree?**  
You decide, but only count the student one time.
- 3. How do you define “exited or left” the institution?**  
A student is not enrolled in any classes at the institution. The exit year is the last year of the last enrollment in classes.
- 4. What if a student who has exited or left returns to the institution and enrolls in another program?**  
That student is considered a new student and may be counted because they are not concurrently enrolled in two programs.
- 5. If a student completed the requirements for an award, but did not receive an award, can that student be counted in the numerator?**  
No. The student must have received the award.

### 3P1 - STUDENT RETENTION OR TRANSFER

#### REPORTING FORM 3P1- STUDENT RETENTION OR TRANSFER

<b>POSTSECONDARY CAREER AND TECHNICAL EDUCATION</b> <b>3P1: Student Retention or Transfer</b> <b>ARIZONA</b> <b>PROGRAM YEAR&lt;Enter FY&gt;</b>							
<b>Instructions:</b>  1 Gender and Ethnicity counts are UNDUPLICATED 2 Special Populations counts are DUPLICATED 3 Each cell must contain a numeric value			College/District: <Enter District Name>				
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4	Female						
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6	American Indian or Alaska Native						
7	Asian						
8	Black or African American						
9	Hispanic/Latino						
10	Native Hawaiian or Other Pacific Islander						
11	White						
12	Two or More Races						
13	Unknown						
<b>14 SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>							
15	Individuals With Disabilities (ADA)						
16	Economically Disadvantaged						
17	Single Parents						
18	Displaced Homemakers						
19	Limited English Proficient						
20	Nontraditional Enrollees						
21	Tech Prep						
*See Glossary in Postsecondary Manual							
<b>Additional Information:</b>							

## FIELD DEFINITIONS FOR 3P1 RETENTION OR TRANSFER

Field	Comments
<b>Retention or Transfer</b>	
Gender	Total students broken out by gender
Ethnicity	Total students broken out by ethnicity 1. For PY09-10 and beyond, the 1997 ethnicity guidelines will be used
Special Population and Other Student Categories	Total students broken out by special population See glossary "Special Pops" for definitions

## BUSINESS RULES FOR 3P1 RETENTION OR TRANSFER

Category	Rule																								
Reporting Time Periods	<p>A 1-year lag exists between cohort year and program year. This allows time for the collection of data for cohort</p> <p><b>3P1</b></p> <table border="1"> <thead> <tr> <th>Program Year</th> <th>Cohort Period</th> <th>Cohort Exit Year</th> <th>Retention Period</th> </tr> </thead> <tbody> <tr> <td>2009 - 10</td> <td>Fall 2008</td> <td>2008 - 09</td> <td>Fall 2009</td> </tr> <tr> <td>2010 - 11</td> <td>Fall 2009</td> <td>2009 - 10</td> <td>Fall 2010</td> </tr> <tr> <td>2011 - 12</td> <td>Fall 2010</td> <td>2010 - 11</td> <td>Fall 2011</td> </tr> <tr> <td>2012 - 13</td> <td>Fall 2011</td> <td>2011 - 12</td> <td>Fall 2012</td> </tr> <tr> <td>2013 - 14</td> <td>Fall 2012</td> <td>2012 - 13</td> <td>Fall 2013</td> </tr> </tbody> </table>	Program Year	Cohort Period	Cohort Exit Year	Retention Period	2009 - 10	Fall 2008	2008 - 09	Fall 2009	2010 - 11	Fall 2009	2009 - 10	Fall 2010	2011 - 12	Fall 2010	2010 - 11	Fall 2011	2012 - 13	Fall 2011	2011 - 12	Fall 2012	2013 - 14	Fall 2012	2012 - 13	Fall 2013
Program Year	Cohort Period	Cohort Exit Year	Retention Period																						
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2012 - 13	Fall 2011	2011 - 12	Fall 2012																						
2013 - 14	Fall 2012	2012 - 13	Fall 2013																						
Cohort	<ol style="list-style-type: none"> <li>The student is tracked for 5 years from first enrollment or until the student meets the requirement of "transfer", "graduate", or "placement"</li> <li>Student may only be counted one (1) time even though the student meets the criteria for multiple programs</li> <li>A student that meets the definition of "concentrator". See Concentrator definition</li> <li>Students that have 1) returned to the institution the following fall of the school year, OR 2) transferred to a 2-year or to a 4-year institution in the fall</li> <li>Student did not receive a certificate or degree</li> <li>These are all unduplicated numbers</li> <li>Exclude all high school students</li> </ol>																								
Numerator	Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2-year or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year																								
Denominator	Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year																								

## FAQs for Retention or Transfer

1. If a student completed the requirements for an award, but did not receive an award, should the student be counted in the numerator?

No, the student did not receive an award.

## 4P1 - STUDENT PLACEMENT

### REPORTING FORM 4P1- STUDENT PLACEMENT

<b>POSTSECONDARY CAREER AND TECHNICAL EDUCATION</b> <b>4P1: Student Placement</b> <b>ARIZONA</b> <b>PROGRAM YEAR&lt;Enter FY&gt;</b>							
<b>Instructions:</b>  1 Gender and Ethnicity counts are UNDUPLICATED 2 Special Populations counts are DUPLICATED 3 Each cell must contain a numeric value			College/District: <Enter District Name>				
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3	Male						
4	Female						
<b>5 RACE/ETHNICITY* (1997 Revised Standards)</b>							
6	American Indian or Alaska Native						
7	Asian						
8	Black or African American						
9	Hispanic/Latino						
10	Native Hawaiian or Other Pacific Islander						
11	White						
12	Two or More Races						
13	Unknown						
<b>14 STUDENT CATEGORIES</b>							
15	Individuals With Disabilities (ADA)						
16	Economically Disadvantaged						
17	Single Parents						
18	Displaced Homemakers						
19	Limited English Proficient						
20	Nontraditional Enrollees						
21	Tech Prep						
<b>22 DISAGGREGATE INDICATORS</b>							
23	Apprenticeship						
24	Employment						
25	Military						
*See Glossary in Postsecondary Manual							
<b>Additional Information:</b>							

## FIELD DEFINITIONS FOR 4P1 STUDENT PLACEMENT

Field	Comments	
<b>Student Placement</b>		
Gender	Total students broken out by gender	
Ethnicity	Total students and Program of Study (subset) broken out by ethnicity 1. For PY09-10 and beyond, the 1997 ethnicity guidelines will be used	
Special Population and Other Student Categories	Total students and Program of Study (subset) broken out by special population. See glossary "Special Pops" for definitions	
Sub-Indicators/ Disaggregate Indicators	The following sub indicators will be reported:	
	Apprenticeship	Student totals for students that were in an apprenticeship program 2 <sup>nd</sup> quarter following exiting
	Employment	Student totals for students that were employed the 2 <sup>nd</sup> quarter following exiting
	Military	Student totals for students that had enlisted into the military the 2 <sup>nd</sup> quarter following exiting

## BUSINESS RULES FOR 4P1 STUDENT PLACEMENT

Category	Rule																		
Reporting Time Periods	A 1-year lag exists between cohort year and program year. This allows for the collection of placement data for exiting cohort <b>4P1</b>																		
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Program Year	Enrolled Cohort Timeframe	Cohort Exit Year																	
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Cohort	<ol style="list-style-type: none"> <li>1. The student is tracked for 5 years from first enrollment or until the student meets the requirement of "transfer", "graduate", or "placement"</li> <li>2. Student may only be counted one (1) time even though the student meets the criteria for multiple programs</li> <li>3. A student that meets the definition of "concentrator". See Glossary</li> <li>4. Student has <b>left</b> the institution during the cohort timeframe. Use enrollment data in the fall term following the cohort timeframe to determine if the student has left</li> <li>5. Exclude all high school students</li> </ol>																		
Numerator	Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2 <sup>nd</sup> quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30) will be assessed between October 1 and December 31																		
Denominator	Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year																		

## FAQs for 4P1 Student Placement

### 1. Is there a denominator for the Sub Indicator/Disaggregate Indicator?

*There is no denominator.*

## 5P1 - Nontraditional Participation

### REPORTING FORM 5P1 - NONTRADITIONAL PARTICIPATION

POSTSECONDARY CAREER AND TECHNICAL EDUCATION 5P1: Nontraditional Participation ARIZONA PROGRAM YEAR<Enter FY>							
<b>Instructions:</b>  1 Gender and Ethnicity counts are UNDUPLICATED 2 Special Populations counts are DUPLICATED 3 Each cell must contain a numeric value			College/District:		<Enter District Name>		
			Contact Name:		<Enter Perkins Contact Name>		
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9	Hispanic/Latino						
10	Native Hawaiian or Other Pacific Islander						
11	White						
12	Two or More Races						
13	Unknown						
14	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
15	Individuals With Disabilities (ADA)						
16	Economically Disadvantaged						
17	Single Parents						
18	Displaced Homemakers						
19	Limited English Proficient						
20	Tech Prep						
*See Glossary in Postsecondary Manual							
Additional Information:							

### FIELD DEFINITIONS FOR 5P1 NONTRADITIONAL PARTICIPATION

Field	Comments
<b>Participant Enrollment</b>	
Gender	Total students broken out by gender
Ethnicity	Total students broken out by ethnicity 1. For PY09-10 and beyond, the 1997 ethnicity guidelines will be used
Special Population and Other Student Categories	Total students broken out by special population See glossary "Special Pops" for definitions

## BUSINESS RULES FOR 5P1 NONTRADITIONAL PARTICIPATION

Category	Rule																		
Reporting Time Periods	<p>Cohort year and program year are the same</p> <p><b>5P1</b></p> <table border="1"> <thead> <tr> <th>Program Year</th> <th>Enrolled Cohort Timeframe</th> <th>Cohort Exit Year</th> </tr> </thead> <tbody> <tr> <td>2009 - 10</td> <td>07/01/08 - 06/30/09</td> <td>2008 - 09</td> </tr> <tr> <td>2010 - 11</td> <td>07/01/09 - 06/30/10</td> <td>2009 - 10</td> </tr> <tr> <td>2011 - 12</td> <td>07/01/10 - 06/30/11</td> <td>2010 - 11</td> </tr> <tr> <td>2012 - 13</td> <td>07/01/11 - 06/30/12</td> <td>2011 - 12</td> </tr> <tr> <td>2013 - 14</td> <td>07/01/12 - 06/30/13</td> <td>2012 - 13</td> </tr> </tbody> </table>	Program Year	Enrolled Cohort Timeframe	Cohort Exit Year	2009 - 10	07/01/08 - 06/30/09	2008 - 09	2010 - 11	07/01/09 - 06/30/10	2009 - 10	2011 - 12	07/01/10 - 06/30/11	2010 - 11	2012 - 13	07/01/11 - 06/30/12	2011 - 12	2013 - 14	07/01/12 - 06/30/13	2012 - 13
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Cohort	<ol style="list-style-type: none"> <li>The student is tracked for 5 years from first enrollment or until the student meets the requirement of “transfer”, “graduate”, or “placement”</li> <li>Student may only be counted one (1) time even though the student meets the criteria for multiple programs</li> <li>A student that meets the definition of “participant”. See Participant definition</li> <li>Gender Unknown designation is not allowed. For those students with an unclassified gender               <ol style="list-style-type: none"> <li>Split the number evenly into the male and female categories, OR</li> <li>Designate the gender based on name, OR</li> <li>Do not include in the numbers at all, OR</li> <li>Use your known ratio for the program</li> </ol> </li> <li>Exclude all high school students</li> </ol>																		
Numerator	Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year																		
Denominator	Number of <u>CTE participants</u> who participated in a program that leads to employment in a nontraditional field during the reporting year																		

### FAQs for 5P1 Nontraditional Participation

**1. How do I determine Nontraditional programs?**

*ADE prepares the list in collaboration with current OVAE research. See Appendix F.*

**2. Is it acceptable to use student identified program intent to determine program participation?**

*No. Use courses taken and student enrollment within a nontraditional program to determine participation.*

## 5P2 - NONTRADITIONAL COMPLETION

### REPORTING FORM 5P2 - NONTRADITIONAL COMPLETION

POSTSECONDARY CAREER AND TECHNICAL EDUCATION 5P2: Nontraditional Completion ARIZONA PROGRAM YEAR<Enter FY>							
<b>Instructions:</b>							
1 Gender and Ethnicity counts are UNDUPLICATED 2 Special Populations counts are DUPLICATED 3 Each cell must contain a numeric value			College/District:		<Enter District Name>		
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10	Native Hawaiian or Other Pacific Islander						
11	White						
12	Two or More Races						
13	Unknown						
<b>14 SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>							
15	Individuals With Disabilities (ADA)						
16	Economically Disadvantaged						
17	Single Parents						
18	Displaced Homemakers						
19	Limited English Proficient						
20	Tech Prep						
*See Glossary in Postsecondary Manual							
<b>Additional Information:</b>							

### FIELD DEFINITIONS FOR 5P2 NONTRADITIONAL COMPLETION

Field	Comments
<b>Nontraditional Placement</b>	
Gender	Total students broken out by gender
Ethnicity	Total students and Program of Study (subset) broken out by ethnicity 1. For PY09-10 and beyond, the 1997 ethnicity guidelines will be used
Special Population and Other Student Categories	Total students broken out by special population See glossary "Special Pops" for definitions

## BUSINESS RULES FOR 5P2 NONTRADITIONAL COMPLETION

Category	Rule																		
Reporting Time Periods	<p>A 1-year lag exists between cohort year and program year. This allows time for the collection of data for cohort</p> <p><b>5P2</b></p> <table border="1"> <thead> <tr> <th>Program Year</th> <th>Enrolled Cohort Timeframe</th> <th>Cohort Exit Year</th> </tr> </thead> <tbody> <tr> <td>2009 - 10</td> <td>07/01/08 - 06/30/09</td> <td>2008 - 09</td> </tr> <tr> <td>2010 - 11</td> <td>07/01/09 - 06/30/10</td> <td>2009 - 10</td> </tr> <tr> <td>2011 - 12</td> <td>07/01/10 - 06/30/11</td> <td>2010 - 11</td> </tr> <tr> <td>2012 - 13</td> <td>07/01/11 - 06/30/12</td> <td>2011 - 12</td> </tr> <tr> <td>2013 - 14</td> <td>07/01/12 - 06/30/13</td> <td>2012 - 13</td> </tr> </tbody> </table>	Program Year	Enrolled Cohort Timeframe	Cohort Exit Year	2009 - 10	07/01/08 - 06/30/09	2008 - 09	2010 - 11	07/01/09 - 06/30/10	2009 - 10	2011 - 12	07/01/10 - 06/30/11	2010 - 11	2012 - 13	07/01/11 - 06/30/12	2011 - 12	2013 - 14	07/01/12 - 06/30/13	2012 - 13
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2012 - 13	07/01/11 - 06/30/12	2011 - 12																	
2013 - 14	07/01/12 - 06/30/13	2012 - 13																	
Cohort	<ol style="list-style-type: none"> <li>The student is tracked for 5 years from first enrollment or until the student meets the requirement of “transfer”, “graduate”, or “placement”</li> <li>Student may only be counted one (1) time even though the student meets the criteria for multiple programs</li> <li>A student that meets the definition of “concentrator”. See Concentrator definition</li> <li>Gender Unknown designation is not allowed. For those students with an unclassified gender               <ol style="list-style-type: none"> <li>Split the number evenly into the male and female categories, OR</li> <li>Designate the gender based on name, OR</li> <li>Do not include in the numbers at all, OR</li> <li>Use your known ratio for the program</li> </ol> </li> <li>Exclude all high school students</li> </ol>																		
Numerator	Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year																		
Denominator	Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year																		

## FAQs for 5P2 Nontraditional Completion

### 1. How do I determine Nontraditional programs?

*ADE prepares the list in collaboration with current OVAE research. See Appendix F.*

### 2. If a student completed the requirements for a program, but did not receive an award, can that student be counted in the numerator and denominator?

*No. The student must have received an award.*

## Performance Improvement Plans

### PERKINS LAW (*CARL D. PERKINS ACT OF 2006*) REGARDING IMPROVEMENT PLANS

Reads as follows:

#### SEC. 123. IMPROVEMENT PLANS.

(b) Local Program Improvement-

(1) LOCAL EVALUATION- Each eligible agency shall evaluate annually, using the local adjusted levels of performance described in section 113(b)(4), the career and technical education activities of each eligible recipient receiving funds under this title.

(2) PLAN- If, after reviewing the evaluation in paragraph (1), the eligible agency determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in section 113(b)(4), the eligible recipient shall develop and implement a program improvement plan (with special consideration to performance gaps identified under section

113(b)(4)(C)(ii)(II)) in consultation with the eligible agency, appropriate agencies, individuals, and organizations during the first program year succeeding the program year for which the eligible recipient failed to so meet any of the local adjusted levels of performance for any of the core indicators of performance.

(3) TECHNICAL ASSISTANCE- If the eligible agency determines that an eligible recipient is not properly implementing the eligible recipient's responsibilities under section 134, or is not making substantial progress in meeting the purposes of this Act, based on the local adjusted levels of performance, the eligible agency shall work with the eligible recipient to implement improvement activities consistent with the requirements of this

Act.

(4) SUBSEQUENT ACTION-

(A) IN GENERAL- The eligible agency may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient's allotment under this title if the eligible recipient--

(i) fails to implement an improvement plan as described in paragraph (2);

(ii) fails to make any improvement in meeting any of the local adjusted levels of performance for the core indicators of performance identified under paragraph (2) within the first program year of implementation of its improvement plan described in paragraph (2); or

(iii) fails to meet at least 90 percent of an agreed upon local adjusted level of performance for the same core indicator of performance for 3 consecutive years.

(B) WAIVER FOR EXCEPTIONAL CIRCUMSTANCES- In determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions--

(i) due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the eligible recipient; or

(ii) based on the impact on the eligible recipient's reported performance of the small size of the career and technical education program operated by the eligible recipient.

(5) FUNDS RESULTING FROM REDUCED ALLOTMENTS- The eligible agency shall use funds withheld under paragraph (4) from an eligible recipient to provide (through alternative arrangements) services and activities to students within the area served by such recipient to meet the purposes of this Act.

**Arizona Department of Education, Career and Technical Education, would not exert the action described in the law except for very extreme noncompliance issues.** For most circumstances, college districts not meeting the SALP measures will be asked to complete a "Performance Improvement Action Plan" for each of the performance measures not met. The third year not meeting any one performance measure, the college will be placed on a "Directed Improvement Plan" and be required to allocate ten percent (10%) of their total Perkins allocation toward improvement of the Performance Measure(s) not met for three years.

**DIRECTED IMPROVEMENT PLAN**

Colleges not meeting the State Adjusted Level of Performance (SALP) for **three or more consecutive years** for these measures will be required to develop a Directed Improvement Plan which should include the following:

- Immediately negotiate a level of performance for the current year with ADE/CTE. This action needs to be completed by **March 15**. This can be submitted on the of performance agreement. The district will annually negotiate this performance measure until such time the district will meet/exceed the SALP as negotiated in that future year.
- Develop a Directed Improvement Plan using Performance Measure Improvement Plan form which includes activities and practices that should positively assist in increasing the unachieved Performance Measure.
- Review Perkins expenditures and **redirect funds** as needed to support activities and resources needed to accomplish the goal of improving the performance on the performance measure(s) in question.
- Submit quarterly reports to ADE/CTE to indicate the progress on this performance measure.

<b>ARIZONA POSTSECONDARY CAREER AND TECHNICAL EDUCATION</b> <b>Performance Measures Directed Improvement Plan</b> <b>20XX-20XX</b>					
<b>College:</b>					
<b>Complete the chart to include action steps/objectives which will be implemented to improve the performance level for the performance measure not met.</b>					
Performance Measure not meeting 90% of the SALP	20XX-20XX College Level of Performance	20XX-20XX SALP	90% of 20XX-20XX SALP		
<b>5P2</b>					
Action Steps/Objectives for Improvement	Strategies for Improvement	Responsible Party	Timeline for Completion	Quarterly Status	

The Arizona Department of Education/CTE partners with Arizona postsecondary districts to provide high quality programs for all students that lead to successful and rewarding careers. We are happy to provide the necessary technical assistance and guidance needed to develop the Directed Improvement Plan. If you have any questions regarding your Performance Measures or the plan, please contact your Postsecondary Program Specialist or Jeanne Roberts at 602.364.2211 or [Jeanne.roberts@azed.gov](mailto:Jeanne.roberts@azed.gov).

## LEVELS OF PERFORMANCE AGREEMENT FORM

The **Program Levels of Performance Agreement Form** will be sent to each college not meeting the SALP after January 1.

- If the college accepts the State Adjusted Level of Performance for all performance measures, no further action is required and the form does NOT need to be returned.
- If the college is requesting a Local Adjusted Level of Performance (LALP), the Levels of Performance Agreement **must be completed, signed returned to the ADE Postsecondary Representative no later than March 15.**

### LOCAL ADJUSTED LEVEL OF PERFORMANCE - LALP

The college may apply for a Local Adjusted level of Performance (LALP) providing justification for unique circumstances that the college may be experiencing that would prohibit the college from meeting the SALP. An ADE review committee that includes the Deputy Associate Superintendent for Career and Technical Education will consider the request. College will be notified regarding negotiation for requested level and a Local Adjusted Level of Performance percentage for a given measure will be determined. All screen shots, definitions and guidelines are subject to annual change by OCTAE.

The LALP request or the Performance Improvement Plan may be submitted electronically to the electronically to the Postsecondary specialist at ADE or it may be mailed to:

Postsecondary Program Specialist  
 Arizona Department of Education  
 Career and Technical Education Section  
 Development and Innovations Group  
 1535 W Jefferson St, Bin #42  
 Phoenix, AZ 85007  
[Rose.see@azed.gov](mailto:Rose.see@azed.gov)

**LALP requests, or (if the college accepts the SALP) the action Plan Program Improvement Form is due to ADE by March 15.**

If you have questions or need assistance, contact the CTE Postsecondary Program Specialist, at 602-542-8726.

### FIELD DEFINITIONS FOR STATE AND LOCAL ADJUSTED LEVELS OF PERFORMANCE

Field	Comments
Fiscal Agent	Name of the fiscal agent for the community college district.
CTDS	9-digit CTDS number of the fiscal agent.
Check boxes	Enter "X" into appropriate box either accepting SALP or requesting LALP.
Measure	Measure identifier from SALP section
Current Level	Percentage indicated in SALP for applicable Measure
Requested Level	Percentage district is requesting if they anticipate that they may not be able to meet SALP
Reason for Request	Supporting reason for requesting the LALP percentage change for a given Measure

**SAMPLE LALP REQUEST FOR COLLEGES NOT MEETING SALP:**

ARIZONA POSTSECONDARY CAREER AND TECHNICAL EDUCATION				
Levels of Performance Agreement				
PROGRAM YEAR 20XX-20XX				
SALP	Fiscal Agent:	College:	CTDS:	
	Perkins IV legislation states "Each eligible recipient shall agree to accept the State adjusted levels of performance established...or negotiate with the State to reach agreement on new local adjusted levels of performance...(Perkins IV, Sec. 113(4)(A))			
	Your district must either 1) accept the State Adjusted Level of Performance (SALP) or 2) if your district anticipates a level of performance below the SALP request a lower target level. The following State measures have been agreed upon with OVAE:			
	Measure	Title	PY2013-2014 SALP	
	1P1	Technical Skill Attainment	<b>88.50%</b>	
	2P1	Credential, Certificate, Degree	<b>42.50%</b>	
	3P1	Student Retention or Transfer	<b>54.00%</b>	
	4P1	Student Placement	<b>39.50%</b>	
5P1	Nontraditional Participation	<b>23.50%</b>		
5P2	Nontraditional Completion	<b>18.50%</b>		
LALP	Please complete the following if requesting a Local Adjusted Level of Performance			
	<input type="checkbox"/> Requests a change to the SALP for the following performance measure(s):			
	Measure	Current Level	Requested Level	Reason for Request
<b>HINT:</b> Justification should include very unique circumstances for your college that would prohibit the college from meeting a particular performance measure. Consider including reasons that only exist at your college and not throughout the State. You may attach supporting documentation.				
<b>Signature of Administrator for Project (Perkins Administrator)</b> <b>Date</b>				

**This form must be returned to ADE by March 15.**

## ACTION PLAN FOR PROGRAM IMPROVEMENT

An Action Plan for Program Improvement is required for each measure that the college failed to meet the SALP performance measure by at least 90%.

**Due date is March 15.**

ARIZONA POSTSECONDARY CAREER AND TECHNICAL EDUCATION					
Performance Measures Improvement Plan					
20xx-20xx					
College:					
Complete the chart to include action steps/objectives which will be implemented to improve the performance level for the performance measure not met.					
Performance Measure not meeting 90% of the SALP	20xx-20xx College Level of Performance	2012-13 SALP	90% of 2012-2013 SALP		
2P1	XX%	XX%	XX%		
Action Steps/Objectives for Improvement	Strategies for Improvement	Responsible Party	Timeline for Completion	Mid-Year Status	
	↑	↑	↑		
<p><b>HINT:</b> Include specific steps that the college will take to meet the 90% of SALP threshold. Include timeline; dates of completion; responsible individuals/departments; resources that will be dedicated; etc.</p> <p>The initial Performance Measures Improvement Plan will be due March 15.</p>					

**DIRECTED IMPROVEMENT PLAN**

Colleges not meeting the State Adjusted Level of Performance (SALP) for **three or more consecutive years** for these measures will be required to develop a Directed Improvement Plan which should include the following:

- Immediately negotiate a level of performance for the current year with ADE/CTE. This action needs to be completed by **March 15**. This can be submitted on the of performance agreement. The district will annually negotiate this performance measure until such time the district will meet/exceed the SALP as negotiated in that future year.
- Develop a Directed Improvement Plan using Performance Measure Improvement Plan form which includes activities and practices that should positively assist in increasing the unachieved Performance Measure.
- Review Perkins expenditures and **redirect funds** (10% of total grant) as needed to support activities and resources needed to accomplish the goal of improving the performance on the performance measure(s) in question.
- Submit quarterly reports to ADE/CTE to indicate the progress on this performance measure.

<b>ARIZONA POSTSECONDARY CAREER AND TECHNICAL EDUCATION</b> <b>Performance Measures Directed Improvement Plan</b> <b>2013-2014</b>					
<b>College:</b>					
<b>Complete the chart to include action steps/objectives which will be implemented to improve the performance level for the performance measure not met.</b>					
Performance Measure not meeting 90% of the SALP	20XX-20XX College Level of Performance	20XX-20XX SALP	90% of 20XX-20XX SALP		
<b>5P2</b>					
Action Steps/Objectives for Improvement	Strategies for Improvement	Responsible Party	Timeline for Completion	Quarterly Status	

The Arizona Department of Education/CTE partners with Arizona postsecondary districts to provide high quality programs for all students that lead to successful and rewarding careers. We are happy to provide the necessary technical assistance and guidance needed to develop the Directed Improvement Plan. If you have any questions regarding your Performance Measures or the plan, please contact your Postsecondary Program Specialist or Jeanne Roberts at 602.364.2211 or [Jeanne.roberts@azed.gov](mailto:Jeanne.roberts@azed.gov).