

Vital Data Required for Funding

Enrollment, reported by course, is related to programs on the CTE Program List. For a current list of CTE programs and courses, please see the CTE Program Codes and Titles section of this handbook. The CTE Program List, along with the average student counts of 40th and 100th day course enrollments of 11th and 12th grade students, is the basis of the state CTE enrollment funding formula.

Participant, Concentrator and Placement reports are necessary to determine if a program is an approved program. Every year, Participant and Concentrator Verification reports and Placement Verification reports must be created online by the school district, printed, signed, and faxed to CTE.

The CTE Section staff reviews and processes the completed course enrollment records as they are submitted. Verification reports are sent to districts for signatures (any changes/corrections must be done) and must be returned to CTE confirming reported data is accurate as submitted.

In some cases, CTE issues reports to districts that identify needed corrections and require a resubmission of enrollment data. Throughout the year CTE Section staff reviews the accuracy of reported enrollment and performance data through proactive technical assistance, program monitoring, and data quality review visits conducted at local school and district sites.

All CTE enrollment and performance measures reporting are submitted electronically. There are two methods of electronic submission:

- Text file submission (email attachment)
Email to: CTEDataCollection@azed.gov
Text file must be in ASCII text format and must use correct layout. Current record layouts can be found at:
<http://www.azed.gov/career-technical-education/grants-mis-services/>
- Online web submission: <https://www.azed.gov/PerfMeasures/splash.asp>
The online Performance Measures system requires a district to Login with a unique CTE-assigned username and password. This online system can be used to send enrollment, participant, concentrator and placement data online.

Online User Manuals for enrollment, participant, concentrator and placement data submissions are located at <http://www.azed.gov/career-technical-education/carl-d-perkins-accountability-and-reporting/>

This Data Reporting section is organized according to the annual cycle of CTE reports. This cycle includes:

Course Enrollment Reports (VOCI 11-1 and VOCI 11-2, error reports)

40th Day Enrollment Report (original submissions and verification reports)
100th Day Enrollment Report (original submissions and verification report)
Course Enrollment Master Print Report (**VOCI 21**) (40th day, 100th day, combined 40th and 100th Day submissions)
FY20XX 40th/100th Day Alignment Report

Program and Performance Measures Reports

FY20XX End of Year Alignment Report
FY20XX End of Year Participant Enrollment Report
Concentrator Reports
Placement Reports

The following vital criteria all affect CTE funding:

Approved Programs

On July 1, 2008, The Arizona State Board of Education approved the Arizona Five Year State Plan for the Carl D. Perkins Career and Technical Education Act of 2006.

An approved program is eligible to participate in State Block Grant and Federal Perkins funding. This guidance document defines an approved program as having these components:

1. Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found in the Program Codes and Titles List and in the Coherent Sequence and Certification section of the CTE Administrators Online Handbook available at: <http://www.azed.gov/career-technical-education/cte-administrators-online-handbook/> .
2. Teaches the entire state-designated program standards.
3. Specified on the current CTE Program List.
4. Taught by an appropriately certified teacher per CTE certification requirements, available at <http://www.azed.gov/career-technical-education/cte-administrators-online-handbook/> .
5. Evaluates program performance annually and meets or exceeds established State Performance Measures.
6. Offers student work-based participation that involves actual work experience and connects classroom learning to work activities.
7. Requires student participation and Career Exploration for grades 7-9.
8. Requires a Career and Technical Student Organization (CTSO) to be organized for the CTE secondary programmatic area.

An approved program includes student work-based participation that connects classroom learning to actual work experience. Work-based learning is an integral component of a sequence of instruction in a career and technical education program. Work-based learning methods include cooperative education and internships. Both methods have eligibility requirements.

Districts assure that all components of an approved program are in place by signing the Statement of Assurance within the Basic Grant Application. All CTE programs will be monitored within a five year period to ensure compliance with the signed Statement of Assurance.

Certified Teachers

Only Career Preparation courses that are part of an approved program and taught by an appropriately certified teacher will generate state funding for 11th and 12th grade students. The proper CTE certifications and endorsements necessary for each program and course are listed in the Coherent Sequence and Certification section of this online handbook. Students may also attend CTE courses at a local community/other college, skill center or JTED Sponsored site (articulated courses). The community/other college, skill center or JTED Sponsored site teacher must also be appropriately certified or licensed.

Program Outcomes

Schools with an active program in the Program Profile Table should submit concentrators and placements every year that the program is active. The Arizona State Board of Education approved a State accountability system that measures CTE program performance using a series of Performance Measures that include concentrators and placements. The Perkins Act emphasizes state and local accountability. It establishes comparable student definitions and measurements for all CTE programs and is based on expectations that student performance will improve each year. This continuous improvement is expected in six core areas of emphasis using eight measures, including:

- Academic standards attainment
 - Reading
 - Math
- Technical skill attainment
- School completion (Graduation and GED)
- Graduation rates
- Placement rates and
- Nontraditional students
 - Participation
 - Completion

Exemption Request

An electronic Exemption Request may be submitted, by the July deadline date for the current school year, for items listed on the Exemption Request form that will not currently generate funding for the district program due to specific missing requirements. The district will need to submit one Exemption Request per high school per program and include all supporting documentation for the exemption request. The program state supervisor will approve or disapprove the submitted exemption request and if granted, will be for one year.

The online Exemption Request form for the current school year is located at: <https://www10.ade.az.gov/cteexemptionrequest>. Please contact Jet Wilson for Exemption Request inquiries at 602-542-2968 or Jet.Wilson@azed.gov.

Inactive Programs

If a program (and its associated courses) is no longer offered or does not provide the essential elements required by the Arizona State Board of Education, the program and its funding may be inactivated by ADE/CTE. The program may be inactivated by ADE for many different reasons. For additional information about inactive programs, please see the **Secondary Guidelines for Performance Measures and Program Evaluation** at:

<http://www.azed.gov/career-technical-education/files/2011/06/2012-2013-secondary-guidelines.pdf>

Articulated Courses and Shared District Instruction

An Articulated Course is a course taken by a student attending a school in another district, or a community college or a skill center or a JTED sponsored site. **These students are to be reported separately on the home school's report.** Monies from the CTE State Block Grant Funding for articulated students are generated to the home district.

Shared District Instruction (SDI) is when a student attends another school within the same district.

If you have questions, please contact the following CTE staff for assistance:

Information Technology Specialist	Donna Kerwin	(602) 542-7881
Education Program Specialist	Steve Saline	(602) 542-5566
Enrollment Specialists	Janet Silao	(602) 542-5485
	Tammie Chavez	(602) 542-3839

Or send an email to: CTEDataCollection@azed.gov