

## DESK MONITORING-PROGRAM ASSURANCES

Monitoring is required for districts that receive an allocation from the Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109 - 270 (Perkins IV). This report is an important step in promoting the accurate and reliable measure of student outcomes required in Perkins IV. The responses to the questions provide a continuous improvement process to track the impact of the Perkins IV funds on the performance of Arizona CTE students.

**The responses to the questions on program assurances should provide data and information verifying compliance with the assurances identified on the FY14 (previous year's) grant application. The responses must be provided no later than October 1.**

### PROGRAM ASSURANCE 1-ANNUAL PROGRAM EVALUATION

**NOTE: If LEA is part of a Perkins consortium, include the dates for each district's Annual Program Evaluation.**

<b>ASSURANCE 1:</b> Eligible recipients will annually evaluate their Career and Technical Education Programs (using the state established Performance Standards Evaluation process) to assess progress of all students, including special populations, in meeting Arizona's core indicators of performance [§123(b)(1) and [§134(b)(7)].	
Indicate the date the district's Annual Program Evaluation was conducted.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   April 2014

### PROGRAM ASSURANCE 3-EQUAL ACCESS

**NOTE: If LEA is part of a Perkins consortium, this page must be completed for each district.**

<b>ASSURANCE 3:</b> Individuals who are members of special populations will be <u>provided equal access</u> to the full range of Career and Technical Education activities and programs available to individuals who are not members of special populations, and <u>will not be discriminated</u> against on the basis of their status as members of special populations; these programs and activities will be monitored by qualified state staff to ensure access and quality [§122(c) (9) (A) and (B)].					
<b>NOTE:</b> This assurance determines the level of <b>access</b> for student populations by students with disabilities, male, and female. <b>ACCESS CALCULATIONS</b> --When calculating the percentages for <b>students with disabilities, DO NOT include other Special Population counts.</b> Use only the disabled student count.					
<b>For district enrollment, use the most current unduplicated enrollment figures.</b>					
<b>For CTE enrollment, use the most current Year-End Participant Enrollment.</b>					
EQUAL ACCESS/SPECIAL POPULATIONS					
District 9-12 Students with Disabilities Enrolled (A)	District 9-12 Total Population Enrolled (B)	District Students with Disabilities Percentage (SWD/Total Population) (A/B)	CTE 9-12 Students with Disabilities Enrolled (D)	CTE 9-12 Total Population Enrolled (E)	CTE Students with Disabilities Percentage (SWD/Total Population) (E/F)
47	282	16%	8	95	8%

EQUAL ACCESS/MALES					
District 9-12 Males Enrolled (A)	District 9-12 Total Population Enrolled (B)	District Percentage Enrolled by Sex (Sex/Total Population) (A/B)	CTE 9-12 Males Enrolled (D)	CTE 9-12 Total Population Enrolled (E)	CTE Percentage Enrolled by Sex (Sex/Total Population) (D/E)
145	282	51%	41	95	43%
EQUAL ACCESS/FEMALES					
District 9-12 Females Enrolled (A)	District 9-12 Total Population Enrolled (B)	District Percentage Enrolled by Sex (Sex/Total Population) (A/B)	CTE 9-12 Females Enrolled (D)	CTE 9-12 Total Population Enrolled (E)	CTE Percentage Enrolled by Sex (Sex/Total Population) (D/E)
137	282	49%	54	95	57%

### PROGRAM ASSURANCE 4-LEVEL OF STUDENT SUCCESS

NOTE: If LEA is part of a Perkins consortium, this page must be completed for each district.

**ASSURANCE 4:** Individuals who are members of special populations and are identified as needing appropriate supplemental support services, strategies, and activities will receive services to enable those individuals to meet or exceed state adjusted levels of performance and to prepare them for further learning and high skill, high wage or high demand careers [§122(c)(9)].

Note: This assurance determines the level of **success** for student groups. Calculate non special populations and special populations concentrator percentages. For **Special Population counts include all categories (Disabled, LEP, Economically Disadvantaged, Single Parent)**.

For CTE Participants, use the most current Year-End Participant Enrollment.  
**Nonspecial Pops Participants + Special Pops Participants = Total Participants.**

Non Special Pops Concentrators (A)	Non Special Pops Participants (B)	Non Special Pops Concentrators Percentage (A/B)	Special Pops Concentrators (D)	Special Pops Participants (E)	Special Pops Concentrators Percentage (D/E)
24	162	15%	4	36	11%
Based on the Calculated 162Concentrator 15%percentages on the preceding page, are special population CTE students concentrating at the same rate -- that is within +/- 5 percentage points-- as non-special populations CTE students?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		