FY15 CTE Secondary Federal Perkins Application

The purpose of this section is to provide the templates that will be part of the FY15 Federal Perkins application in the new GME system.

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CTE SECONDARY FEDERAL PERKINS CHECKLIST

- CTE Secondary Federal Perkins Checklist

ALL

PROGRAM, FISCAL AND ACCOUNTABILITY ASSURANCES

LEA provides assurance to the Arizona Department of Education that it has read, understands and affirms that the district accepts and commits to abide by the Federal Perkins Grant Program, Fiscal and Accountability Assurances.

PROGRAM ASSURANCES	
1) 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)]. Special Populations are defined as "…individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency" [§3(29)]. 2) The Performance Measures Core Indicators will be used to measure students' progress in: (a) Attainment of challenging State-established academic, and career and technical skill proficiencies; (b) Attainment of secondary diploma or equivalent, proficiency credential in conjunction with a secondary diploma; (c) Student graduation rates; (d) Placement in postsecondary education or advanced training, placement in military service, or placement in employment; (e) Participation in and completion of Career and Technical Education programs that lead to nontraditional fields [§113(b)(2)(A)]. 3) Individuals who are members of special populations will be provided equal access to the full range of CTE activities and programs available to individuals who are not members of special populations, and will not be discriminated against on the basis of their status as members of special populations [§122(c)(9)]. 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)]. 5) Eligible recipients shall, to the extent practicable and upon written request from nonprofit private schools offering career and technical secondary education programs located in the geographical area served by the eligible recipient, permit the participation in such programs of CTE secondary school teachers, administrators and other personnel in in-service and pre-service CTE professional development programs; may provide for the meaningful participation, in CTE programs and activities of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient; and shall consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in CTE programs and activities of secondary school students attending nonprofit private schools [§317(a)(b)(1)(2)]. 6) Eligible recipients will assure provision of a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education and provide services and activities that are of sufficient size, scope and quality to be effective [§134(b)(6), §135(b)(8)].	LEA Agrees ☐ Yes ☐ No

7) Eligible recipients will assure participation in career exploration experiences are delivered for grades 7-9 and the coherent sequence is updated annually for each site within the LEA [§135(b)(1). 8) Eligible recipients will assure that each CTE program includes these essential elements: (a) Delivers a coherent sequence of instruction; (b) Teaches all the State-designated program standards; (c) Specified on the current CTE Program List; (d) Taught by an appropriately certified teacher per CTE certification requirements; (e) Evaluates program performance annually and meets or exceeds established State Performance Measures; (f) Offers student work-based participation that involves actual work experience and connects classroom learning to work activities; (g) Requires student participation in Career Exploration for grades 7 – 9; and (h) Requires a Career and Technical Education Student Organization (CTSO) 9) When applicable, eligible recipients will collaborate with business advisory committees to select certificate/license test vendors which provide valid, reliable and portable certifications best for the LEA and local CTE programs. The licensure agency must then provide to the LEA the following data elements: license number, license date issued, full name, birth date, SSN (if approved), school (if available) and other fields TBD as necessary. The eligible recipient will assure to provide the data elements to ADE by June 15th annually.	
FISCAL ASSURANCES	
1) Eligible recipients will cooperate and participate with the eligible agency including compliance with timely and complete, accurate, and reliable data collection activities, monitoring, assessment and reporting requirements [§122(c)(13)]. 2) Eligible recipients will comply with all requirements of this title and State Plan, including the provision of financial audit of funds received under this title [§122(c)(11)]. Recipient agrees to maintain all books, records and other documents for at least 3 Federal fiscal years (5 years AZ recommended) after the final payment, or as described in 34CFR 74.53(b), whichever is longer. 3) Eligible recipients assure compliance with CTE Equipment Guidelines; none of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity or any affiliate [§122(c)(12)]. 4) Eligible recipients assure all professional development and training activities funded by Perkins excludes any entertainment costs or other unallowable costs. [OMB Circular A-87 Appendix B]. 5) Eligible recipients will assure obligation/spending of Perkins funds only after the date which application has been designated by ADE as substantially approved; no expenditures may be charged or reimbursed to the grant before date of substantial approval [34 CFR 76.703 (EDGAR)]. With substantial approval, eligible recipients agree to comply with all program, fiscal and accountability assurances.	LEA Agrees ☐ Yes ☐ No

6) Eligible recipients will assure offering at least one Program of Study (POS) within a consortium [§135(b)(2)] and obligate the necessary expenditures of their Perkins allocation (excluding capital) for POS activities. Eligible recipients will maintain all POS records including signed official POS Templates and credit agreements.	
ACCOUNTABILITY ASSURANCES	
SEC 123(b)(2) of the Carl D. Perkins Career and Technical Education Act of 2006 requires a Local Improvement Plan to be developed by eligible recipients (LEAs) identified as not meeting at least 90% of an agreed-upon Local Adjusted Level of Performance for any of the core indicators of performance. The ADE has determined that in Arizona, this Local Improvement Plan will consist of program improvement objectives developed by the LEA and approved by ADE staff. These negotiated Objectives will be included in the Federal Perkins Grant Application for the appropriate year of implementation, as well as in the district's Local Improvement Plan. The LEA will submit periodic progress reports as part of the Federal Perkins Grant reporting requirements. ADE will conduct site visits to review the progress being made toward reaching the State/Local Adjusted Levels of Performance identified. The LEA will make a good faith effort to effect remediation of the identified deficiencies (improvement objectives) and submit accurate data reports on a timely basis or risk interruption or possible loss of all CTE funding (State and Federal).	LEA Agrees ☐ Yes ☐ No

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.

ASSURANCE 1: 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.	

PROGRAM ASSURANCE 3 - EQUAL ACCESS

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

ASSURANCE 3: Individuals who are members of special populations will be provided equal access to the full range of Career and Technical Education activities and programs available to individuals who are not members of special populations, and will not be discriminated 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)].
NOTE: This assurance determines the level of **access** for student populations by students with disabilities, male, and female. ACCESS CALCULATIONS--When calculating the percentages for **students with disabilities, DO NOT include other Special Population counts**. Use only the disabled student count. **For district enrollment, use the most current unduplicated enrollment figures.** **For CTE enrollment, use the most current Year-End Participant Enrollment.**

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)

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)

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)

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 students groups. Calculate non special populations and special populations concentration 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)

Based on the Calculated Concentrator 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?	☐ Yes ☐ No

DESK MONITORING - FISCAL ASSURANCES

By responding to these questions, the district provides evidence to the Arizona Department of Education on how the LEA is meeting Federal Perkins Grant Fiscal Assurances.

THE RESPONSES TO THE QUESTIONS BELOW SHOULD PROVIDE DATA AND INFORMATION VERIFYING COMPLIANCE WITH THE ASSURANCES IDENTIFIED ON THE FY14 (PREVIOUS YEAR'S) GRANT APPLICATION.

Fiscal Assurance -FINANCIAL AUDIT: Eligible recipients will comply with all requirements of this title and State Plan, including the provision of financial audit of funds received under this title [§122(c)(11)].		
1	What is the date of the most recent annual district audit conducted by an independent CPA and the name of the firm?	
2	Describe all audit exceptions of the district's Federal Perkins Grant funds. If none, use **N/A.**	
3	Are you requesting an audit of your Federal Perkins grant at this time?	☐ Yes ☐ No
Fiscal Assurance - FINANCIAL BENEFIT: None of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity or any affiliate [§122(c)(12)].		
1	Were items purchased with Federal Perkins funds from a vendor that employs a district employee or relative of a district employee?	☐ Yes ☐ No
2	If **"YES"** to above, provide explanation and corrective action plan to address deficiency.	
3	Were items purchased with Federal Perkins funds from a vendor in which a district employee has a financial investment?	☐ Yes ☐ No
4	If **"YES"** to above, provide explanation and corrective action plan to address deficiency.	
PROFESSIONAL DEVELOPMENT ACTIVITIES: None of the funds expended under this title will be used to support professional development and training activities which include entertainment costs.		
1	Did the district pay for any professional development or training activities which included ***separate, identifiable entertainment costs?***	☐ Yes ☐ No
2	**Were the entertainment costs charged to your Perkins grant?**	☐ Yes ☐ No
3	If **"YES"** to the above ***questions on entertainment cost,*** provide an explanation and the corrective action plan to address the deficiency.	
SECONDARY DISTRICT CAPITAL EQUIPMENT INVENTORY: The USFR VI-E guidelines require that equipment with a unit cost equal to or greater than $5000 must be listed on the district's general fixed assets listing. A district may select a lower cost amount at which items must be listed on their fixed asset listing.		
1	Does district have an established process for the purchase, identification, and inventorying of capital/equipment purchased with Federal Perkins funds? (USFR Accounting Procedures, Fixed Assets VI-E & Memorandum No. 224)	☐ Yes ☐ No

2	Based upon an approved project capital expenditure page, does equipment with a unit cost of $5000 or more, purchased with Federal Perkins funds, appear on the district's fixed assets listing? Note: If the district guidelines stipulate an amount less than $5000, the fixed asset listing should reflect the district guidelines.	☐ Yes ☐ No
3	If **"NO"** to above, provide a corrective action plan to address deficiency.	
4	Does the above listing provide the district tag number, serial number or other number that identifies the item and the item’s physical location or disposition (if lost, sold or stolen) of the capital item?	☐ Yes ☐ No
4	If **"NO"** to above, provide a corrective action plan to address deficiency.	
5	Does the District maintain a stewardship list for items costing at least $1,000 but less than $5,000 (or the District’s capitalization threshold if less than $5,000)? (USFR Accounting Procedures Memorandum No. 224)	☐ Yes ☐ No
6	Does the stewardship list include the item’s physical location (school, department, building, etc.), identification number (tag number, serial number, or other number that specifically identifies the item), and the description (model number, size, color, etc.)?	☐ Yes ☐ No
7	If **"NO"** to above, provide a corrective action plan to address deficiency.	
SUPPLEMENT NOT SUPPLANT [§311.(a)]: Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out CTE activities.		
1	Did the Federal Perkins grant application request funds for career and technical education expenditures which were previously paid for by non-federal funds?	☐ Yes ☐ No
2	If **"YES"** to above, provide an explanation.	
3	Did the Federal Perkins Grant application request funds to purchase textbooks?	☐ Yes ☐ No
4	If **"YES"** to above, are these textbooks required for the course/program?	
5	If these textbooks are required for the course/program, please explain why Perkins funds were used.	
6	Did the Federal Perkins grant application request additional funding for personnel costs over and above the previous year's grant?	☐ Yes ☐ No
7	If **"YES"** to above, please provide explanation.	
TIME & EFFORT [OMB CIRCULAR NO. A-87 2/2012]		
1	Are Federal Perkins funds being used to pay salaries/stipends of staff working less than 100% of their time on CTE activities?	☐ Yes ☐ No

2	**IF "YES" RESPONSE TO PREVIOUS QUESTION, ANSWER QUESTIONS 2-12. IF "NO", SKIP THE REMAINING QUESTIONS.** Does the employee's position description (PD) detail their CTE responsibility?	☐ Yes ☐ No
3	If **"NO"** to above, provide a corrective action plan to address deficiency.	
4	Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages should be supported by personnel activity reports or equivalent documentation. OMB CIRCULAR NO. A-87, Attachment B, Item 8 (Compensation for personal services). Does the district have a formal time and effort reporting system in place?	☐ Yes ☐ No
5	Does the employee's PD state the percentage of time they will work on CTE activities?	☐ Yes ☐ No
6	Does the district time and effort reporting system reflect an after the fact distribution of the actual activity of each employee?	☐ Yes ☐ No
7	Does the district time and effort reporting system account for the total activity for which each employee is compensated?	☐ Yes ☐ No
8	Does the district time and effort reporting system meet the following standard of the reports prepared at least monthly and coincide with one or more pay periods?	☐ Yes ☐ No
9	Does the district time and effort reporting system meet the following standard of the time and effort reports signed by the employee?	☐ Yes ☐ No
10	Do the budget estimates or other distribution percentages reflect a reasonable approximation of the CTE activity actually performed?	☐ Yes ☐ No
11	Does the LEA conduct quarterly (or more frequent) comparisons of actual costs to budgeted distributions based on the monthly activity reports? (Note: costs charged to Federal awards to reflect adjustments made as a result of the activity actually performed may be recorded annually if the quarterly comparisons show the differences between budgeted and actual costs are less than 10%.)	☐ Yes ☐ No
12	The budget estimates or other distribution percentages are revised at least quarterly, if necessary, to reflect changed circumstances.	☐ Yes ☐ No

FEDERAL PERKINS REQUIREMENTS

These are the Career and Technical Education Federal Perkins Requirements to be regularly reviewed, addressed, and met throughout the project period. Read these requirements and select LEA AGREES.

The Local Education Agency (LEA) hereby assures to the State Education Agency (SEA) that the LEA will meet the Federal Perkins Requirements below:

LOCAL PLAN FOR CTE - Provide a Coherent Sequence Of Instruction in Career and Technical Education programs [§135(b)(1)]. List all of your CTE programs and the related courses offered in the Coherent Sequence Of Instruction to deliver all state designated standards [§122(c)(1)(A)]. Provide teachers and students with strong experience in and understanding of all aspects of an industry, including internships and technology training [§134(b)(3)(C)] [§135(b)(5)(B)(C)(D)]. **PERFORMANCE LEVELS** - Carry out CTE programs to meet state/local adjusted levels of performance [§134(b)(2)]. Accept the SALP or negotiate a LALP for each measure [§113(b)(4)(A)(ii)]. Develop and implement evaluations of CTE programs, including assessment of how the needs of special populations are being met [§135(b)(6)]. Independently evaluate and continuously improve performance [§123(b)(1)] [§134(b)(7)]. **SKILL ATTAINMENT** - Improve academic and technical skills of CTE students through integration of academics with CTE programs [§134(b)(3)(B)]. Teach CTE students the same rigorous and challenging academic standards, per ESEA of 1965, as all other students, and encourage CTE students to enroll in rigorous courses [§134(b)(3)(D)(E)] [§135(b)(1)]. **PROGRAM IMPROVEMENT** - Based upon the State Program of Study models, eligible recipient must begin planning to participate in at least one Program of Study as described in Section 122(c)(1)(A); [§134(b)(3)(A) and §135(b)(1)]. Develop, improve, expand technology in CTE programs [§135(b)(4)(7)]. **INVOLVE STAKEHOLDERS** - Strengthen collaboration with stakeholders, especially those from business and industry, as well as inform and involve parents, students, academic and CTE teachers, faculty, administrators, career guidance, and academic counselors, representatives of Tech Prep consortia, administrators, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals in the development, implementation, and evaluation of CTE programs, including programs of study [§134(b)(5)] [§135(c)(1)]. **ACCESS/PROGRESS/SUCCESS FOR SPECIAL POPULATIONS** - Prevent discrimination against special populations [§134(b)(9)]. Identify and adopt strategies to overcome barriers to access/success for special populations [§134(b)(8)(A)]. Provide programs designed to enable special populations to meet state/local adjusted levels of performance [§134(b)(8)(B)]. Provide activities to prepare special populations for self-sufficiency [§134(b)(8)(C) and [§135(b)(9)]. **NONTRADITIONAL TRAINING** - Describe how funds will be used to promote preparation for nontraditional fields [§134(b)(10)]. **PROFESSIONAL DEVELOPMENT** - Provide comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel, including training for integration of rigorous academic standards with relevant CTE [§134(b)(4)] [§135(b)(5)]. **ARTICULATION** - 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 or other ways, including Tech Prep, to acquire postsecondary education credits [§135(b)(2)] [§122(a)(3)(c)(1)(A)(iii)]. **CAREER GUIDANCE** - Provide career guidance and academic counseling through a career information system, resulting in a career plan for all CTE students [§134(b)(11)]. **FACULTY RECRUITMENT AND RETENTION** - Provide efforts to improve recruitment and retention of CTE teachers, faculty, counselors, those groups underrepresented in the teaching professions, and the transition to teaching from business and industry [§134(b)(12)].	LEA Agrees ☐ Yes ☐ No

PERFORMANCE MEASURE 1S1; ACADEMIC READING ATTAINMENT

Improve academic and technical skills of CTE students through integration of academics with CTE programs [§134(b)(3)(B)]. Students must attain state-established challenging academic content standards. AIMS scores will measure academic reading attainment. CTE teachers are expected to deliver identified academic standards to ensure academic skill attainment on the statewide high school reading assessment administered by the state under Sec. 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress (AYP).

1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 1S1, Objective One). When submitting more than one objective for this PM, sequentially number as 1S1, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	
4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	☐ Yes ☐ No
5	**Measurable Objective:** 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	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next measure.	☐ Yes ☐ No

PERFORMANCE MEASURE 1S2; ACADEMIC MATH ATTAINMENT

Improve academic and technical skills of CTE students through integration of academics with CTE programs [§134(b)(3)(B)]. Students must attain state-established challenging academic content standards. AIMS scores will measure academic math attainment. CTE teachers are expected to deliver identified academic standards to ensure academic skill attainment on the statewide high school mathematics assessment administered by the state under Sec. 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress (AYP).

1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 1S2, Objective One). When submitting more than one objective for this PM, sequentially number as 1S2, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	
4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	☐ Yes ☐ No
5	**Measurable Objective:** 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	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No

PERFORMANCE MEASURE 2S1; TECHNICAL SKILL ATTAINMENT

Improve academic and technical skills of CTE students through integration of academics with CTE programs [§134(b)(3)(B)]. Teach CTE students the same rigorous and challenging academic standards, per ESEA of 1965, as all other students, and encourage CTE students to enroll in rigorous courses [§134(b)(3)(D)(E)] [§135(b)(1)]. Effective SY2011-2012, all eligible CTE concentrators will participate in the online assessment for identified programs. To be included in the calculation of Technical Skill Attainment, a student must be a concentrator who completed the state-designated sequence of instruction. Each concentrator record must indicate the minimum number of credits required, which authorizes these concentrators to take the online assessment.

1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 2S1, Objective One). When submitting more than one objective for this PM, sequentially number as 2S1, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	
4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	☐ Yes ☐ No
5	**Measurable Objective:** 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	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No

PERFORMANCE MEASURE 3S1; SECONDARY SCHOOL COMPLETION

The student rate of completion for a secondary school diploma or a GED will be matched to GED data obtained from the Division of Adult Education at the ADE to determine the concentrators who obtained a GED.

1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 3S1, Objective One). When submitting more than one objective for this PM, sequentially number as 3S1, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	
4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	☐ Yes ☐ No
5	**Measurable Objective:** 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	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No

PERFORMANCE MEASURE 4S1; GRADUATION

Student graduation rate is determined by the number of CTE concentrators who graduated and the total number of CTE concentrators reported in the state's computation of its graduation rate as described in Sec. 1111(b)(2)(C)(vi) of the ESEA.

1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 4S1, Objective One). When submitting more than one objective for this PM, sequentially number as 4S1, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	
4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	☐ Yes ☐ No
5	**Measurable Objective:** 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	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No

PERFORMANCE MEASURE 5S1; PLACEMENT

Sub-recipients must conduct a follow-up survey on all high school CTE graduates that left school in the prior year. Survey CTE concentrators for placement between October 1 and December 31 each year to determine current placement status. A concentrator is considered "placed" if that student is in postsecondary education or advanced training, employment or military service in the reporting year. The placement, for purposes of the federal measure, need not be related to the student's high school CTE program. State placement funding is generated by CTE concentrators under ARS §15-202; §15-782; §15-784.C; Laws 1992, Ch. 305, §1; Laws 1997, 1st S.S., Ch. 4, §10; and Annual FY Appropriation Report.

1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 5S1, Objective One). When submitting more than one objective for this PM, sequentially number as 5S1, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	
4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	☐ Yes ☐ No
5	**Measurable Objective:** 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	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No

PERFORMANCE MEASURES 6S1; NONTRADITIONAL PARTICIPATION

Describe how funds will be used to promote preparation for nontraditional fields [§134(b)(10)]. Nontraditional Participation uses participant information reported in the online reporting system as students enrolled in those programs that are designated as nontraditional.

1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 6S1, Objective One). When submitting more than one objective for this PM, sequentially number as 6S1, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	
4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	☐ Yes ☐ No
5	**Measurable Objective:** 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	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No

PERFORMANCE MEASURES 6S2; NONTRADITIONAL COMPLETION

Describe how funds will be used to promote preparation for nontraditional fields [§134(b)(10)]. Nontraditional Completion uses concentrator information and data reported on students who have completed the minimum number of credits required for each program, took and passed the assessment, and left secondary education in the reporting year.

1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 6S2, Objective One). When submitting more than one objective for this PM, sequentially number as 6S2, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	
4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	☐ Yes ☐ No
5	**Measurable Objective:** 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	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No

PROGRAM OF STUDY (POS)

Eligible recipients will assure offering at least one Program of Study (POS) and will participate in the POS Consortium activities [§135(b)(2)]. Based upon the State POS models, eligible recipients must elevate and maintain at least one program to include all 10 POS components [§122(c)(1)(A), §134(b)(3)(A), and §135(b)(1)(2)]. Eligible recipients will spend their Perkins allocation--excluding capital purchases--on activities for one or more POS that include sustained staff development, collaboration, and work efforts outlined in the ADE's Program of Study Development and Implementation Guide located at: **http://www.azed.gov/career-technical-education/programs-of-study/**.

1	**Program of Study and Objective Number:** Identify the Objective Number (e.g., POS, Objective One). When submitting more than one objective for the POS, sequentially number as POS, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	
4	**Measurable Objective:** State the Measurable Objective including descriptions how LEA will elevate and maintain at least one program to include all POS components. Objective must be SMART--Specific, Measurable, Attainable, Results-oriented, and Timely.	
5	**Justification:** Explain how the objective and/or the expenditure item will improve the POS.	
6	**Expenditure Category: I**dentify the USFR Expenditure Category used to support this objective. Check all that apply.	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900)
7	**Expenditure Item** (description only). Describe the type of Perkins expenditure item that will be used to support the objective.	
8	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
9	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
10	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next objective.	☐ Yes ☐ No

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)

Eligible recipients will assure that each CTE program will establish and support an appropriate Career and Technical Student Organization (CTSO) [§135(c)(5)].

1	**Objective Number:** Identify the Objective Number (e.g., CTSO, Objective One). When submitting more than one objective for this CTSO, sequentially number as CTSO, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	
4	Does each CTE program have an established Career and Technical Student Organization?	☐ Yes ☐ No
5	**Measurable Objective:** State the Measurable Objective including descriptions how LEA will establish and/or maintain an appropriate CTSO for each program. Objective must be SMART--Specific, Measurable, Attainable, Results-oriented, and Timely.	
6	**Justification:** Explain how the objective and/or the expenditure item will establish and/or maintain the CTSO.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No

WORKPLACE EMPLOYABILITY SKILLS

Eligible recipients will assure that each CTE program implements the workplace employability skills and teaches all the State-designated program standards as an essential element of an approved CTE program [§135(b)(3)].

1	**Objective Number:** Identify the Objective Number (e.g., WES, Objective One). When submitting more than one objective for this, sequentially number as WES, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state “N/A”.	
4	Has the district implemented the workplace employability skills?	☐ Yes ☐ No
5	**Measurable Objective:** State the Measurable Objective including descriptions how LEA will implement workplace employability standards in each CTE program. Objective must be SMART--Specific, Measurable, Attainable, Results-oriented, and Timely.	
6	**Justification:** Explain how the objective and/or the expenditure item will implement the workplace employability standards.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No