



Arizona Department of Education  
1535 West Jefferson  
Phoenix, AZ 85007

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Career and Technical Education

**Consolidated Annual Report  
(CAR) for FY 2013**



*Submitted to:  
U. S. Department of Education  
Office of Vocational and Adult Education*





UNITED STATES DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202

**MAR 18 2014**

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

Dear Mr. Brown:

We are pleased to inform you that the Division of Academic and Technical Education (DATE) has reviewed and approved your state's December 31, 2013, Consolidated Annual Report (CAR) submission pursuant to the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) (OMB Control Number 1830-0569). The report includes your narrative summary, fiscal status report and accountability data for Program Year (PY) 2012-13—the sixth program year under the Perkins IV legislation.

DATE staff reviewed state's CAR submissions from January 2 – March 7, 2014. The review team for your state's submission included your Program Administration Liaison (PAL), Regional Accountability Specialist (RAS) and College and Career Transitions Branch (CCTB) liaison. The review criteria were:

- Completeness of the report (i.e., whether the state addressed all the required report elements).
- Compliance with the Perkins IV legislation (i.e., whether the state undertook activities that were consistent with the intent and provisions of Perkins IV).
- Accuracy and completeness of accountability data (i.e., whether the state met its requirements for annual performance reporting under Perkins IV).

On behalf of the entire Division, thank you for taking the time and effort to develop and submit your CAR report. The information you provided will be valuable to us as we review your state plan revisions, budgets, and performance levels for your Fiscal Year (FY) 2014 Perkins IV grant award, the first installment for which will be issued on July 1, 2014.

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

Sincerely,

Sharon Lee Miller, Director  
Division of Academic and Technical Education

[www.ed.gov](http://www.ed.gov)

**COVER PAGE FOR THE CONSOLIDATED ANNUAL REPORT UNDER THE CARL D. PERKINS CAREER AND  
TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)**

**1. Recipient Organization (Name and Complete Address, Including Zip Code)**

Organization Name: Arizona Department of Education  
Address 1: 1535 W Jefferson St  
Address 2: 0  
City: Phoenix  
State: AZ  
Zip Code: 85007

**2. Period Covered By This Report**

**From:** 07/01/2012

**To:** 06/30/2013

**3. PR/Award Numbers:**

Basic Grant to States: V048A120003

Tech-Prep Education:

**4. Title II Consolidation:**

The State has not consolidated any of its Title II grant with its Title I grant during the program year covered by this report.

**5. State Career and Technical Education (CTE) Director Information:**

Name: Dr. Marv Lamer  
Title: Associate Superintendent  
Agency: Arizona Department of Education  
Telephone: 602-542-4288  
E-Mail: Marv.Lamer@azed.gov

**6. Remarks:**

0

**7. Certification:**

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)\*, and performance data, is accurate and complete. I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my State has met at least 90 percent of its agreed upon State adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the State must submit a program improvement plan as required in section 123(a)(1) of Perkins IV. I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit

State CTE Director Signature or PIN: Dan Brown

Date: 12/20/2013

**8. Lead Individuals Completing This Report:**

<b>Narrative Performance Information</b>	Name: Nicole Clapect Title: Accountability Specialist Agency: Arizona Department of Education
<b>Financial Status Reports</b>	Name: Nancy R. Schmidt Title: CTE Financial Supervisor Agency: Arizona Department of Education
<b>Performance Report</b>	Name: Nicole Clapect Title: Accountability Specialist Agency: Arizona Department of Education

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

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

The State Board for Vocational and Technological Education in Arizona is authorized to receive and distribute Carl D. Perkins funds. The State Superintendent of Public Instruction is authorized to direct Career and Technical Education (CTE) staff to carry out the functions and administration of the funds to secondary and postsecondary eligible recipients.

### **Secondary Student Definitions**

**Secondary CTE Participant** - a secondary student in grades 9, 10, 11 and 12 who has earned one or more transcribed Carnegie Units/credits in the same CTE program area in the reporting year.

**Secondary CTE Concentrator** - a secondary student who has transcribed two (2) or more Carnegie Units/credits in a state-designated sequence in an approved CTE program.

### **Postsecondary Student Definitions**

**Postsecondary CTE Participant** - a postsecondary student who has earned one or more transcribed Carnegie Units/credits in any CTE program area in the reporting year.

**Postsecondary CTE Concentrator** - a postsecondary student who was first enrolled in postsecondary within the last five cohort years and:

- Completes at least 12 transcribed academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, certificate, or degree. In order to ensure that a student has established an occupational pathway, the student must complete nine technical credits with a given occupational program within a two year time frame. (The additional three academic or technical credits must be completed within the five year timeframe); or
- Completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or degree within a two year timeframe from entering the institution.

### **3a. Required Use of Funds**

#### **1R. During the reporting year, how did your state assess the career and technical education programs funded under *Perkins IV*?**

Arizona provided various services during 2012-2013 using Perkins Leadership funds throughout the state to improve CTE programs and to benefit CTE students, including special populations. To meet Perkins requirements, those programs encompassing high skill, high demand and high wage occupations continue to direct the list of state-approved CTE programs offered throughout Arizona. To determine these high skill, high demand and high wage programs, Arizona continues to utilize ONET data and analysis as in prior years.

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

Arizona has continued to use Perkins Leadership funds for assessment item development, analysis and improvement in 52 CTE program areas. LEAs are expected to assess their eligible students in the Arizona CTE Online Assessment System. After students complete their CTE practice assessment, individual and classroom results are immediately available to CTE teachers and students. These results serve as a tool to improve instruction and delivery of CTE program standards. Disaggregated reports are available at several levels: student subgroups, program, high school site, district, and JTED level for use by state and local staff to assess for necessary program improvement.

Additionally, the state expended Perkins Leadership funds to support onsite visits and CTE program reviews, including program approval and technical assistance visits, in some cases targeting at-risk districts. Technical assistance focused on strategies to assist special populations, monitoring functions to assist with Perkins requirements and to further direct program approval, evaluation and program improvement.

**2R. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?**

Eligible agencies may use Carl D. Perkins funds to expand technologies appropriate for that specific occupational area, as well as increasing the use of technology in the delivery of 38 programs and additional options on the CTE Program List. The Arizona 2012 Career and Technical Education/Association for Career and Technical Education (CTE/ACTE) Conference offered sessions for CTE teachers to improve their skills in the use of technology. Sessions focused on the use of instructional technologies and social networking tools, as well as, occupationally specific software and programs to keep teachers current with industry trends. The sessions were conducted in three interactive, hands-on computer labs consisting of 30 computer stations each. These labs offered a variety of professional development opportunities in program areas related to the effective use of technology in the CTE classroom.

In partnership with the Maricopa County Community College District's National Center for Teacher Education, ADE CTE is a participant in the Student Teacher Technology Transformation Teams (ST4) grant. This is a National Science Foundation (NSF) funded project for increasing the ability of secondary Science, Technology, Engineering and Math (STEM) teachers and students to collaboratively learn and apply STEM skills using information and communication technology (ICT). The four targeted CTE programs are Agriscience, Bioscience, Engineering and Information Technology. As a result of this ST4 grant, 40 CTE teachers and 200 "student leaders" in the four STEM related programs receive direct training and implement ICT and design-based collaborative learning in STEM related CTE courses that serve over 1,000 students. The teacher/student teams continued training sessions that began May 2012 with two days of follow up training at the 2012 CTE/ACTE Conference.

The ADE Information Technology (IT) and CTE staff, in partnership with the University of Arizona (UA) Workforce Education Development Office (WEDO), continues to expand the Arizona CTE Online Assessment System for End-of-Program assessments. CTE and UA/WEDO provided multiple webinars using the CTE Assessment System Administration Guide to train CTE and LEA personnel in the implementation and use of the Arizona CTE Online Assessment System. Additional webinars were provided to these groups with instruction on how to access the assessment results and analyze student performance. CTE teachers were able to experience taking the online assessment for their program area at the 2012 CTE/ACTE Conference.

Webinars were conducted as follow-up for academic integration professional development for Math-in-CTE projects. These were provided in order to sustain and expand the learning from the previous year as well as model some of the strategies for sustainability through virtual learning tools to be applied at the LEA, school and classroom level.

Opportunities for participating in Learning Communities through the virtual IDEAL site sponsored by ADE and supported by CTE continue to expand. ADE staff, Site Coordinators and instructors provide CTE teachers access to industry standard curriculum, classroom resources, networking opportunities and online professional development opportunities.

**3R. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?**

CTE Student Organizations (seven) provided support by partnering with the CTE Program Specialists to identify and deliver professional development throughout the year. Additional professional development activities were executed with partnerships through Interagency Service Agreements with UA/WEDO for the Summer Institute that provided opportunity for CTE teachers to expand skills in developing and evaluating formative and summative assessments. Community colleges, private schools and industry settings provided additional support and resources in partnership with Arizona CTE. Topics offered were curriculum enhancement and development, building industry and community partnerships, technical skills assessment development and evaluation, career guidance and counseling, academic integration and expanding the use of technology. Strategies were used to provide sustainability and follow-up for teachers, administrators and career/academic guidance counselors for the purpose of increasing student achievement by improving instruction and assessment.

Examples of strategies included classroom-focused practice and performance, collaborative work evaluations and revisions and support for small learning communities offered online. Attending industry conferences and viewing work environments were utilized as a strategy for industry updating program instructors as well as strengthening business partnerships.

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

ADE CTE and Career and Technical Student Organizations (CTSOs) collaborated to sponsor the Arizona CTE/ACTE 2012 Summer Conference to support the mission/vision of CTE in Arizona as well as provide a venue for continuous professional development. The 2012 annual conference was attended by approximately 1,150 professionals representing education, business and industry, and government.

ADE CTE and the Arizona School Counselors Association (AzSCA) collaborated to provide a relevant, consistent career guidance and counseling strand at the annual CTE/ACTE Conference. The sessions were designed to support the mission/vision of CTE in Arizona as well as to provide strategies and resources for advising Arizona students in career and college readiness.

ADE CTE offered Arizona Career Information System (AzCIS) training and technical assistance support by offering workshop-trainings, presented at a variety of conference sessions, and on-site technical support training including site trainings for the Joint Technical Education Districts (JTEDs) and their member districts. Participants were instructed in ways to guide students in assimilating current career and educational information; how to deliver classroom career lessons or activities; and use of the various assessment tools.

Postsecondary constituents were provided expanded opportunities for professional development during the Arizona CTE/ACTE Summer Conference. Additionally, ADE CTE was an active participant with professional development activities during the Arizona Occupational Administrators Council (AOAC) Annual Conference and the Arizona Association for Institutional Research (AzAIR) Conference.

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

- Strengthening relationships between high school and community college CTE programs including faculty collaboration, college transition and programs of study.
- Student transitions from secondary to postsecondary through the successful implementation of programs of study.
- Overview of the statewide energy consortium for new programs through the Trade Adjustment Assistance Community College (TAACCT) grant.
- Collaboration between the US Department of Education and the Department of Labor to provide an avenue for community colleges to grant credit for registered apprenticeships leading to journeyman’s cards.
- Regulations in gainful employment that will impact CTE programs at the postsecondary level.
- Perkins postsecondary grant requirements and updates for the upcoming year by the ADE/CTE Postsecondary specialist.

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

- Implementation of the Integrated Postsecondary Education Data Systems (IPEDS).
- Integration of Student Teacher Connection using postsecondary data to provide information on how students are successful in postsecondary education.
- Overview of the Statewide Longitudinal Data System (SLDS) and how the project is progressing to integrate student and assessment data across the many educational systems in Arizona, including community colleges.
- Participation in Programs of Study Consortium activities with Federal Perkins funds designated to support activities.
- Successful components of a program of study and dual credit requirements.
- Annual reporting requirements including data reporting of performance measures, levels of performance and development of improvement plans.
- CTE assessments and availability for postsecondary concentrators.
- Perkins funding updates, reporting guidelines and using the funds to impact the most students.

**4R. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?**

The 2014-2015 school year will require full implementation of Arizona's College and Career Ready Standards at all grade levels. Arizona's College and Career Ready Standards and academic course assessments are deemed to be critical to Arizona's economic development.

Due to the increased academic expectations, ADE CTE in collaboration with UAWEDO provided training for CTE and math teacher-teams to continue the task of crosswalking the Arizona's College and Career Ready Standards in Mathematics that could be taught supporting the CTE Standards/Measurement Criteria within a CTE program. In addition to completing the crosswalk process, teams were required to develop math problems and/or projects within the context of their program to be included at each "nexus" (connection) between the two sets of standards. Contextualized mathematical examples were completed and refined in the following 13 CTE program areas:

Agricultural Business Management – Agrisciences Bioscience	Culinary Arts
Automation/Robotics	Emergency Medical Services
Automotive Collision Repair	Financial Services
Bioscience	Hospitality Management
Cabinetmaking	Nursing Services
Carpentry	Professional Sales & Marketing
Sports Medicine & Rehab Services	

CTE and math teacher-teams were paid stipends to complete their work on the crosswalk and the problems/projects for their CTE programs. An online interactive database system for the math crosswalks and problems/projects was proposed by UAWEDO and development continued on a prototype of the "NeXus" system. The resource capabilities, features, and uses of the online database have been shared with ADE CTE staff and presented to CTE teachers at the CTE/ACTE Summer Conference.

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

During the SY 2012-2013, CTE and Math teacher-teams representing approximately 12 CTE program areas participated in year-long Math-in-CTE professional development conducted in alternate geographic locations in Arizona, as well as, Math-in-CTE cohorts specific to a CTE program area. The following new cohorts were formed and Math-in-CTE projects conducted:

- Maximizing the Math in Agribusiness Education
- Higher Order Thinking with the Math Integration in the Business and Marketing Classroom
- NE Arizona Math-in-CTE

In order to provide sustained, ongoing professional learning, two of the past Math-in-CTE cohorts from the SY 2011-2012 continued to meet through live workshops and webinars along with math-enhanced coaching during the SY 2012-2013. The following cohorts were:

- Sustaining Maximizing the Math in Culinary Arts & Hospitality Management
- Sustaining NE Arizona Math-in-CTE

One of the goals for the NRCCTE is to assist states in building capacity to provide the facilitation and expansion of these communities of practice using teacher-teams that have completed the process. All of the above listed projects were facilitated with the support of ADE CTE staff by CTE and Math teachers who had previously completed this professional development. To continue developing interest and showcasing this professional learning, CTE and Math teacher-teams presented at the 2012 CTE/ACTE Summer Conference.

To continue high quality professional development, sustained, job-embedded teacher learning strategies were available to all Math-in-CTE teacher-teams through a virtual support system using the ADE CTE sponsored IDEAL site: "Math-in-CTE Community of Practice." Teacher-teams had access to resources/lessons and could continue to

work collaboratively by participating in additional professional development activities. An assigned "Site Coordinator/Coach" provided feedback as they developed and taught the math-enhanced lessons that began implementation of Arizona's College and Career Ready Standards in Mathematics during their daily work throughout the school year.

**5R. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?**

During 2012-2013 Arizona continued to support preparation for CTE students in nontraditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, utilizing \$60,000 of Perkins State Leadership funds. As in the past six years, this funding supported the partnership with the Southwest Institute for Research on Women (SIROW) at the University of Arizona on the Nontraditional Recruitment and Retention Program to secondary schools and educators throughout the state of Arizona. During the third quarter of the project, a new name for the project was agreed upon to enhance outreach efforts and was named Project CHANGE (Career, Harassment, And Nontraditional Gender Education).

This investment provided gender equity and nontraditional career education workshops, training and classes statewide, through:

- Providing CTE nontraditional professional development opportunities and resources to Arizona secondary school educators;
- Coordinating nontraditional events with other partners that provide opportunities for students to participate in nontraditional academic, career and technological experiences; and
- Providing information and workshops to staff and students, including special populations, that will increase enrollment and retention in CTE courses that lead to nontraditional careers in high skill, high wage occupations.

Pedagogical techniques of these services included:

- 1) Administration of in-person nontraditional CTE recruitment and retention seminars and workshops;
- 2) Administration of two nontraditional online distance learning courses (ADE Nontrad 101 and ADE Nontrad 102); and
- 3) Administration of in-person Sexual Harassment, Nontraditional Careers, Cyberbullying and CTE Awareness seminars and workshops.

Services and funding were directed to support performance measures attainment for nontraditional participation and retention/completion. Those LEAs and programs not meeting nontraditional measures were targeted; additional LEAs/programs were served as well, including programs supporting current and emerging professions of high skill, high wage occupations.

SIROW staff facilitated more than 223 presentations to 8,455 students on CTE awareness including nontraditional CTE courses, gender and nontraditional careers, sexual harassment and cyberbullying. They conducted 17 workshops to 225 faculty/staff that focused on recruitment and retention techniques for nontraditional students in CTE, sexual harassment awareness/prevention and cyberbullying awareness/prevention. Project CHANGE worked with 54 different Arizona schools including two community colleges throughout the project. More than 400 Arizona schools were contacted and given the opportunity to use services provided, but extensive outreach methods were used to contact those underperforming LEAs/programs. Because Arizona special population students are mainstreamed into all CTE programs, all students including special populations have benefitted from these services and are provided appropriate accommodations to help insure success.

In addition to secondary schools, partnerships with other educational programs were expanded to include PROGRESS, programs at multiple community college campuses, Funds for Civility, Tucson Unified School District Suspended Education Program and Upward Bound programs. These helped to expand the reach of services and included specific programs for at-risk students thereby serving additional special populations. Staff also participated in the Women in Science and Engineering (WISE) high school mentoring program and Expanding Your Horizons Conference for middle and high school girls at the University of Arizona. Over 350 girls participated in the event which allowed girls to try hands-on experiences in fields where females are underrepresented. Staff also provided workshops on Recruitment and Retention of Nontraditional Students at the CTE/ACTE Summer Conference.

SIROW staff provided the opportunity for Arizona educators to participate in two online courses for professional development hours initially Nontraditional Careers 101 for 8 professional development hours and Nontraditional

Careers 102 for 16 professional development hours. Additionally, educators who completed or will complete either online course had the opportunity to receive Continuing Education Units through the University of Arizona. During the third quarter the online courses were remodeled to allow for educators to receive 10 and 20 hours of professional development, respectively. This year a total of 8 educators participated in this aspect of the project which represents a steep decline from last fiscal year. However, the revamping of the courses occurred late in the school year and additional efforts are being made to target a larger audience in 2013-2014. Previous enrollees in the online courses continue to utilize the constantly updated resources such as class materials even after completion.

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

**6R. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills?**

ADE CTE continues to build and promote partnerships with the state's universities, community colleges, other agencies, professional associations, business and industry and foundations to build strong, relevant CTE programs and enable students to achieve the state's academic standards. During 2012-2013, examples of CTE partnerships are:

- The University of Arizona, Workforce Education and Development Office (UA/WEDO) to provide professional development opportunities to CTE teachers, validate program standards, and build effective program assessments.
- Community colleges throughout Arizona to align CTE programs to build the foundation for Programs of Study.
- Partnership with First Things First to help in the development of a rigorous Program of Study in the Early Childhood Education Pathway.
- Partnership with Center for the Future of Arizona Pathways Initiative to coordinate with community colleges and state universities to align initiatives to facilitate the development of Programs of Study.
- Focused partnerships with the University of Arizona Bio-5 to develop a Program of Study for bioscience. The partnership offers on campus experiences for high school seniors as well as provides professional development for secondary bioscience teachers to align curriculum, instruction and credentialing to meet requirements for dual enrollment as an essential element of the Program of Study.
- Focused partnerships with the University of Arizona Engineering and Arizona State University Poly-Technical Institute to develop a Program of Study for Engineering Sciences. The partnership provides professional development opportunities for secondary engineering teachers to align curriculum, instruction and credentialing to meet requirements for dual enrollment as an essential element of the Program of Study.
- Partnership with Science Foundation Arizona to enhance the Program of Study with Engineering Sciences and the University of Arizona.
- CTE worked collaboratively with AzTransfer Organization to align postsecondary Program of Study and articulation information within the Course Planner in the AzCIS system. This work now enables Arizona students and advisors to better prepare secondary students to select high school course work, dual credit course opportunities, and postsecondary courses that lead to a certificate, degree, and eventually appropriate career.

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

- High Tech Workforce Initiative (HTWI) working in conjunction with Arizona's Technology, Engineering and Manufacturing industries and Maricopa Community College District (MCCD) and the National Science Foundation (NSF-3 year grant) on Externships, Curriculum/Skills Development and Outreach including Career Awareness, Exploration and Preparation.
- Arizona Technology Council Board of Directors and committees. Participating on the Workforce Development and Education committees to raise student achievement at the secondary and postsecondary level, articulation agreements between secondary and postsecondary and workforce opportunities in the myriad of high tech statewide industries including Engineering, Manufacturing, Aerospace and Robotics.
- The Arizona Manufacturing Council, state entity under the Arizona Chamber of Commerce, working in partnership with the Arizona Tooling and Machining Association to improve student transition, workforce training and retention issues.

- US Department of Labor Grant, working in collaboration with business and industry, secondary and postsecondary education, Local Workforce Investment Boards, One-Stop Centers, Trade Associations and Unions to train/retrain individuals in green, renewable and sustainable careers.
- Governor's Council on Workforce Policy involves the Arizona Departments of Education, Economic Security and Commerce working together to provide opportunities for secondary, postsecondary and adult students to access education and training opportunities in workforce development. The group also works collaboratively with the state legislature to develop statewide workforce policy.
- Arizona Automobile Dealers Association. This ongoing three-way collaboration between the automotive industry in Arizona and nationally (Detroit) and ADE CTE statewide to support the NATEF/AYES national automotive initiative to develop the industry's future workforce through secondary and postsecondary collaboration.
- STEM Council board/committee positions. The new Science Technology, Engineering and Math Center created by the Governor's Office, the Arizona Science Foundation and private industry to develop and expand the collaboration between academic science, physics, chemistry, CTE engineering/manufacturing/robotics programs and industry to increase the preparedness of students for high wage, high skill careers in the future.
- Arizona Council of Vocational Administrators (ACOVA) and Association for Career & Technical Education Arizona (ACTEAZ) continue to collaborate with ADE CTE on various professional development opportunities for CTE instructors.
- JTED Council (Superintendents from the Joint Technical Education Districts in Arizona) have collaborated with ADE CTE by allowing a representative from ADE CTE to attend the meetings and assist in finding solutions for various CTE opportunities that will assist CTE students in Programs of Study and the CTE programs.

## **7R. Serving individuals in state institutions**

Using Perkins Leadership funds, Arizona continues to serve youth in specific state institutions. Of the state secondary Perkins allocation, Arizona grants 1% or approximately \$243,052 to the Arizona Department of Juvenile Corrections (ADJC) and the Arizona School for the Deaf and Blind (ASDB).

### **Part I: State Correctional Institutions**

**Amount of *Perkins* funds used for CTE programs in state correctional institutions: \$187,683.31**

**Number of students participating in *Perkins* CTE programs in state correctional institutions: 451**

**Describe the CTE services and activities carried out in state correctional institutions.**

The ADJC in cooperation with ADE CTE developed a local plan and application goals appropriate for the population and setting to include the following CTE services and activities:

- Eight CTE programs: Intro to VOC Trades which includes basic plumbing, electrician, and carpentry skills; Intro to Auto Trades using modular learning labs; Intro to Fire Science; Cosmetology Practical and Cosmetology Practical 2, 3, 4, and 5 which gives students the opportunity to earn practice hours that can be used toward certification and used as transfer credits for entry into a licensed Cosmetology school upon release from Secure Care.
- School to Work Transition program guides students in career exploration to identify job preferences, job readiness and social skills. Additionally, transition services teach students financial skills that are needed to successfully seek employment after release from secure care.
- Fully certified CTE teachers are utilized.
- Professional development opportunities on College and Career Ready Standards, assessment development techniques, lesson planning, differential instruction and multiple assessment strategies for special needs and ELL students.
- Employment of Literacy Coach to work with teachers on integrating College and Career Ready Standards and accommodations along with curriculum alignment. The Literacy Coach also provided career opportunities and partnerships via ITV to students in secure care.
- Incorporation of new technology into existing CTE classes to allow students to be more employable and to earn mastery certificates for their portfolio.
- Student participation in career related furloughs and career fairs.
- Provided tutoring and accommodations through the use of assistive technology for students with special needs to master academic performance objectives in all CTE classes. Full inclusion model is practiced using specific services and accommodations for special populations, following the students' Individualized Education Plans (IEPs).

- To address transition and nontraditional issues, guest speakers, and other career awareness and transition activities including distance learning are provided.
- Postsecondary partnerships have been developed to support CTE Programs of Study. Students have the opportunity to earn advanced credits in designated CTE classes and take accredited exams through the link to post-secondary education.
- Career counselors receive on-going training to work with all students to assist with career and post high school planning including CTE courses.
- Students participate in career planning opportunities using AzCIS and other Arizona designed resources to create their personal "Transitional Plan" portfolio.
- Approximately 191 students or 42.4% have Individualized Education Plans. Currently, there is not an active English Language Learner program.
- Performance highlights include 145 GEDs and 16 high school diplomas awarded.

## **Part II: State Institutions Serving Individuals with Disabilities**

**Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:**

\$55,368.69

**Number of students participating in Perkins CTE programs in institutions serving individuals with disabilities:**

0

**Describe the CTE services and activities carried out in institutions serving individuals with disabilities.**

Perkins funds were allocated to the Arizona School for the Deaf and Blind and a local plan and objectives were developed in cooperation with ADE CTE. Initially, when the local plan was developed, an Agriscience-Animal Systems program was being implemented with funds intended for instructional aides, instructional supplies, professional development and capital outlay for the program. However, the teacher was only employed by the LEA for a short period of the project and a replacement teacher was not found. Therefore, the implementation of the Animal Systems program was never manifested.

ADE provided technical assistance to the LEA and the local project plan was revised to become the planning year for the implementation of an appropriate CTE program. The revision of the project included the development of a Culinary Arts program which would be implemented in the 2013-2014 school year. Objectives were rewritten to include curriculum development, academic integration, professional development, articulation with Pima Community College and work-based learning with expenditures allocated for instructional supplies and capital outlay. The program will be available in 2013-2014 and specific services and activities will be included in the 2013-2014 Consolidated Annual Report.

**8R. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?**

Arizona's State-Approved Program List reflects only CTE program offerings which incorporate high skill, high wage and high demand occupations, per Perkins requirements. This program list is determined by analyzing Arizona's labor market data, while incorporating academic and technical skill requirements as well (see Permissive Use of Funds #17P).

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

The Program Assurances Monitoring Data for FY2013 was captured through the online grants management system in the FY2014 Perkins application. For each program assurance, the LEA must report participation and success of CTE special populations attainment each year which includes students with disabilities and male/female participation. Through the program assurances monitoring level of student success data, non-special populations' concentrator rates

are compared to special populations' concentrator rates. If special populations attainment results are low or disproportionate compared to non-special populations attainment results, LEAs must create a plan to identify, analyze, remedy and improve services and success for special populations to meet/exceed the SALP and prepare them for high skill, high wage or high demand careers. Other reporting instruments are utilized as well, such as mid-year and final narrative reports and Program Improvement Plans for LEAs not meeting 90% of the SALP. Additionally, per Perkins requirements, the LEA Annual Program Evaluation (APE) process must include representatives of special populations in order to help ensure the success of special populations in CTE programs.

Additional relevant activities supported by statewide Leadership dollars are: Data collection and reporting; training workshops and other professional development activities; ongoing technical assistance provided to LEAs by staff to address such topics as Program Improvement Plans for those programs not meeting Performance Measures, CTE Program Monitoring, Nontraditional Participation and Retention (see item #5R), Classroom Management, Academic Integration in CTE, Using CTE Assessment Results to Drive Instruction, and Transition Services; and others. This type of support helps to facilitate success for all Arizona CTE students, including special populations, in programs that lead to high skill, high wage and high demand occupations.

#### **9R. During the reporting year, how did your state offer technical assistance for eligible recipients?**

State Leadership funds continue to support ongoing technical assistance throughout Arizona. ADE staff provided technical assistance and training through various delivery strategies such as individual, group workshops, regional small groups, statewide meetings, and conference calls/webinars to CTE teachers, related academic teachers, administrators, counselors and other appropriate personnel.

The technical assistance and training activities focused on informing, updating, and addressing/resolving various CTE issues. Technical assistance and training topics ranged as follows:

- Fiscal Management staff - financial and management and information systems, such as enrollment, concentrator and participant reporting.
- Career and Technical Student Organization (CTSO) staff - conferences and specific CTSSO organization and program issues.
- Accountability staff - data quality and analysis, including online technical assessments, technical skill attainment, program evaluation and improvement, and postsecondary articulation.
- Grants Program Specialist staff - Federal Perkins grant application, required components and implementation including coherent sequence of instruction and Programs of Study, and on-site civil rights compliance review orientation.
- Program Specialist staff - specific program direction for all 38 programs, program monitoring and improvement, professional development and career and guidance counseling.

CTE also provides statewide technical assistance to improve LEA participation in the online Enrollment and Performance Measures System. CTE continues to foster the use of technology for accurate and timely data reporting. Training sessions were conducted across the state, during the Arizona CTE/ACTE Conference as well as special training sessions held regionally and at individual districts. The intent of these sessions was to provide technical assistance in all aspects of electronic enrollment reporting for eligible recipients regarding funding and performance measures and to introduce new reporting systems.

The Grants Program Specialist team provided seven technical assistance training workshops throughout the state for all LEA CTE Administrators on grant development, fiscal requirements, Programs of Study, coherent sequence and grant approval process. The purpose of the training was to provide LEAs with the necessary tools and resources to meet the requirements of Perkins and to ensure funds are received in the district in a timely manner.

In addition, Arizona CTE staff provided technical assistance to the LEAs that did not meet the State Adjusted Level of Performance (SALP), to develop an improvement plan to improve measures attainment. Arizona CTE staff also provided six technical assistance meetings conducted for all LEA CTE administrators.

Webinars were conducted to provide technical assistance on data reporting, technical skills assessments and overall CTE topics/issues. Training also provided information on accessing reports on student attainment of technical skills. These reports are available at the student, program, high school, LEA or JTED level and can be disaggregated accordingly for various accountability requirements and adaptation of teaching strategies/content.

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

At the postsecondary level, during 2012-2013, ADE CTE conducted site visits with two community college LEAs. The colleges provided a CTE overview and tour of program facilities. The main focus of the visits were to conduct a meeting with college/Perkins administrators and become familiar with the CTE program offerings. One of the community colleges also received technical assistance through an on-site civil rights compliance review. Technical assistance was provided in the following areas:

- Overview of performance data for all Arizona community colleges with emphasis on areas showing improvement and those experiencing challenges.
- Review of performance measure definitions with expectations for the future.
- Review of performance measures summary charts showing data from the past four years.
- Review of individual college performance data and creating improvement plans for any not meeting 90% of the State Adjusted Level of Performance.
- Analysis of successful strategies that have been implemented to improve performance measures.

Additional technical assistance was provided during the ADE CTE Administrators' meetings held throughout 2012-2013 for secondary and postsecondary. Technical assistance was provided to postsecondary attendees in the following areas:

- Secondary and postsecondary collaborative initiatives in developing Programs of Study and consortium activities.
- Developing connections/communications with the U.S. Department of Education.
- Providing accurate and timely data to assist in preparing the Consolidated Annual Report.
- Strategies to improve data reporting for performance measures.
- Certification and Licensure: Identifying initiatives to encourage student's reporting of industry credentials.
- Third party and community college certifications and credentialing.
- Best practices for improvement plans, improvement plan requirements and developing successful strategies.
- FEDES/RISC/RISC2 and State Longitudinal Database.
- Concurrent/Dual Enrollment and collaboration with the JTEDs (Joint Technical Education Districts) including clock hours vs. Carnegie hours, seat time guidelines and granting of credits.
- Strategies to improve nontraditional participation and completion and recruitment and retention of special population students in CTE programs.

The Arizona 2012 Annual CTE Summer Conference in partnership with Arizona ACTE, provided one week of professional development/technical assistance opportunities for 1,150 CTE educators, administrators and stakeholders. Two hundred and sixty-six sessions were conducted, focusing on topics such as Perkins funding and requirements, data collection/reporting, College and Career Ready Standards, trade show/expo, technology, CTSO sessions, strands addressing each program area, administration, Programs of Study, interdisciplinary, and postsecondary. Nationally known speakers such as Dr. James Stone, Mark Perna, Billy Riggs and Dr. Doug Major presented visionary direction for Arizona CTE leadership and successful implementation in order to strengthen CTE student outcomes per Perkins requirements.

### **3b. Permissive Use of Funds**

#### **1P. During the reporting year, did your state use *Perkins* funds to improve career guidance and academic counseling programs?**

CTE continued fiscal partnerships with Northern Arizona University: GEARUp Project and Arizona Department of Economic Services to help support the yearly AzCIS contract license fee. Additionally, ADE Exceptional Student Services became active supporters of the AzCIS system and the Guidance and Counseling program staff. This partnership ensures that all Arizona K-12 students in public or charter schools have an electronic career and educational planning tool available 24 hours a day at no cost to users.

To enhance career guidance and academic counseling, the State Career Guidance Counselor Program Specialist offered a variety of on-site technical assistance, regional trainings, and site visits. LEAs were offered guidance and resources so that they could better guide students in making appropriate career and educational decisions.

Beginning in the fall of 2011 and continuing into school year 2012-2013 regional workshop-trainings were offered through the JTED sites to ensure that high school counselors and postsecondary advisory were knowledgeable and

had current information for CTE students Programs of Study. This venue is being used to promote the upcoming Rigorous Program of Study's eight elements – of providing “guidance counseling and academic advisement” for all CTE students. Work time has been provided to ensure that site-specific CTE Program of Study templates have been developed and are being used by school counselors.

**2P. During the reporting year, did your state use *Perkins* funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?**

The Perkins grant recipients, including secondary, postsecondary, and Program of Study consortia have collaborated with partners in establishing articulation agreements. These agreements provide postsecondary education and training opportunities for students. Objective 9 of the Arizona Perkins secondary grant application and Requirement 2.1 each specifically addresses articulation. The objectives state, “Link secondary and postsecondary CTE programs including offering at least one Program of Study that may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs and to acquire postsecondary education credits.” Articulation agreements were developed utilizing the Program of Study consortia which conduct articulation activities that connect secondary and postsecondary instructors and points of contacts in sessions where curriculum is compared and coordinated in an effort to reduce duplication of course work, create a sequence of courses, and identify possible dual credit opportunities. The agreements also include a for credit element that allows the student to earn postsecondary credit. Programs of Study utilize only dual credit agreements.

**3P. During the reporting year, did your state use *Perkins* funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?**

Activities that support initiatives to facilitate the transition of sub baccalaureate CTE students into baccalaureate programs are mostly centered on the Arizona Transfer Articulation Support System (ATASS) established by the postsecondary institutions. Each program or department at the postsecondary level has established official committees that coordinate the articulation of credit for courses from the community college system to the university system. Each community college has representatives on each ATASS. Meetings are held twice yearly for each program area. There is a formal method for submission of courses from the community college through the ATASS committee to the university for approval of transfer credit.

**4P. During the reporting year, did your state use *Perkins* funds to support career and technical student organizations?**

Arizona supports seven CTSOs including FFA, FBLA, HOSA, FCCLA, DECA, SKILLSUSA and FEA. Funding support comes from the state estimated to be \$1.2 million for CTSO activities which includes a portion of Leadership funds. During 2011-2012, CTSO participation became a required essential element for programs to participate in Perkins funding. CTE supports activities that enhance CTSO participation, including 14 professional development activities for all seven CTSO Chapter Advisors, seven chapter officer trainings, seven curriculum integration events, 21 state and regional conference activities, and engagement of business and postsecondary partners in all CTSO activities.

**5P. During the reporting year, did your state use *Perkins* funds to support public charter schools operating career and technical education programs?**

Arizona public charter schools are eligible for the same resources and services to support CTE as non-charter public schools. During 2012-2013, three public charter schools participated in the Perkins Basic Grant process offering a variety of CTE programs. Charter school teachers, guidance counselors, and staff received the same technical assistance and professional development opportunities as non-charter public schools.

**6P. During the reporting year, did your state use *Perkins* funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?**

All CTE programs in Arizona have an option of offering Cooperative Education and Internship courses that offer industry experience related to the identified CTE program. State Leadership funds provide support for administrators and staff offering these courses with on-site technical assistance and current information and resources posted on our Arizona CTE website. Approved CTE programs require work-based learning activities that can also be obtained through job-shadowing, simulated industry settings, and school-based businesses.

The Workplace Employability Skills Project in partnership with UA/WEDO and Corporate Education Consulting, Inc. in conjunction with the Arizona Chamber of Commerce & Industry and Arizona Joint Technical Education Districts

developed professional development materials and strategies to integrate and contextualize the Workplace Employability Skills (WES) Standards (adopted in July 2011) in the classroom. Final rubrics for the nine WES standards were approved on December 18, 2012. The rubrics are available online at: <http://www.azed.gov/career-technical-education/files/2011/08/workplace-employability-skills-rubrics.pdf>.

The Workforce Employability Skills Project in its entirety is available on the ADE CTE website at: <http://www.azed.gov/career-technical-education/workplace-employability-skills/>.

**7P. During the reporting year, did your state use *Perkins* funds to support family and consumer sciences programs?**

No

**8P. During the reporting year, did your state use *Perkins* funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?**

No

**9P. During the reporting year, did your state use *Perkins* funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?**

No

**10P. During the reporting year, did your state use *Perkins* funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of *Perkins* IV?**

No

**11P. During the reporting year, did your state use *Perkins* funds to provide activities to support entrepreneurship education and training?**

No

**12P. During the reporting year, did your state use *Perkins* funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?**

ADE CTE provides support, webinars, and tutorials for using the AzCIS system to the Rehabilitation Services Administration, Career One Stop Centers, and Adult Education. Specific curriculum was designed and provided through ADE Adult Education section to all participants working toward taking and passing the GED exam. Learners will exit the GED process with not only a GED diploma, but skills needed to be "job ready." Additionally, AzCIS is provided to Secure Care facilities across Arizona.

**13P. During the reporting year, did your state use *Perkins* funds to provide assistance to individuals who have participated in *Perkins* assisted services and activities in continuing their education or training or finding appropriate jobs?**

No

**14P. During the reporting year, did your state use *Perkins* funds to develop valid and reliable assessments of technical skills?**

The Arizona CTE Online Assessment System was conceived in 2006 in response to state and federal legislation requiring students to pass an End-of-Program assessment leading to industry certification. Using State Leadership funds Arizona CTE forged a partnership with UAW/EDO. The Arizona Skill Standards Commission oversees the Arizona CTE Online Assessment System.

In partnership with ADE/CTE, UAW/EDO worked with many business and industry representatives, teachers, and administrators in various facets of technical skill assessment development. These individuals served in leadership roles to validate standards, evaluate "pass" scores, and to continue work on assessment item development.

Arizona businesses and industries contribute to the success of the Arizona Skill Standards Assessment System through their service on Standards Validation Committees. Without industry-validated standards, assessments cannot be created and teachers are without a framework around which to base occupational instruction. During 2012-2013, the standards validation work focused on multiple industries. Automotive Technologies, Nursing Services, and Cosmetology standards were updated and aligned with NATEF standards, the Arizona Board of Nursing CAN competencies, and the Arizona Board of Cosmetology requirements. Additionally, standards were validated for seven program areas: three programs under Communications Media Technologies – Animation, Digital Photography and Journalism, as well as Cosmetology, Dental Assisting, Heavy Equipment Operations, and Mental Social Health Services.

There currently are 52 end-of-program assessment item banks that range from 100 to 400 items, with more than 10,000 assessment items in total. To develop criterion-referenced assessments with valid and reliable items, aggregate student performance on each item is analyzed by Item Development Committees, comprised of secondary and postsecondary CTE teachers as content experts alongside ADE CTE and UA/WEDO staff. The empirical data on actual performance of each item allow the Committees to tag items in four categories: Active (items that have successfully met criteria for difficulty and discrimination); Edited (items that have been modified or changed); New (items that have recently been created and for which there are no performance data); or Retired (deemed unsuitable for use or not aligned with the standards).

During 2012-2013, these committees convened on three “Super Saturdays” to analyze fall assessment results and make improvements to the assessments in 14 CTE program areas. Four Agribusiness groups (Agribusiness Systems, Animal Systems, Plant Systems, and Natural Renewable Resources Systems) met January 26th to analyze results and determine if any changes needed to be made to the assessment items for the spring assessment cycle. On April 13th, five program area teams met: Aircraft Mechanics, Diesel Engine Repair, Mechanical Drafting, Precision Machining, and Technical Theatre, followed by an additional five teams on May 4th: Aircraft Mechanics (second session), Automation Robotics, Emergency Medical Services, Laboratory Assisting, and Medical Assisting Services. Approximately 45 teachers worked a Saturday, collectively dedicating some 360 hours to improve assessments.

In addition, three 2-day summer institutes were conducted for 38 CTE program areas. More than 80 teachers from across Arizona analyzed student assessment results, modified items, and created new items. Teachers were encouraged to “Go for the Gold” by writing items at higher levels of thinking using Bloom’s Taxonomy. Two additional focus areas during this year’s institutes engaged teachers in making curricular connections between technical skill standards and workplace employability skills and delving into completed math crosswalks to infuse the item banks with more math.

Leadership funds support the Arizona CTE Online Assessment System housed at the Arizona Department of Education. The system is available 24/7 during assessment windows in the fall and the spring. The web-based tool allows students to take practice assessments quickly and easily at the end of each semester. The immediate feedback after the practice assessment provides teachers individual student and classroom results to use for diagnostic analysis to improve programs.

The final assessment results are used for state and federal reporting purposes. During Spring 2013, 16,488 secondary students and 67 community college students sat for final assessments. A total of 13,364 certificates and student skill attainment transcripts were issued by the Arizona Skill Standards Commission at the completion of the Spring 2013 testing window.

During the CTE/ACTE Summer Conference, teachers had the opportunity to “walk a mile” in their students’ shoes by taking the Technical Skills Assessments in the program areas they teach. The test was an online, proctored experience similar to a student’s assessment experience in computer labs at each of the conference hotels. The teachers were able to email assessment results to themselves. One-hundred eighty-nine teachers took advantage of the experience.

Additionally, in “Take the Mystery out of Technical Skills” sessions, teachers were able to learn more about the statewide assessment system from colleagues in their own program areas, examining how assessment items are developed, using assessment results to improve instruction, and other topics. Twenty-four sessions were held during the conference, customized for each program area.

**15P. During the reporting year, did your state use *Perkins* funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?**

ADE CTE collaborates with and supports IT programming staff to develop and enhance the CTE Secondary Online System for reporting disaggregated CTE information by the LEAs. This online system collects data and generates reports used to analyze secondary academic and employment outcomes.

**16P. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?**

The current ADE CTE K-12 Certification process allows for the equivalent of six semester hours of required continued education to be obtained, (15 clock hours equals 1 semester credit hour) through staff/professional development activities offered by the LEA, professional organizations, universities, or community colleges, if verified and approved by ADE CTE. This option is available for applicants seeking to meet the requirements to move from a provisional CTE K-12 Certificate to a Standard CTE K-12 Certificate. This process was approved by the Arizona State Board for Vocational and Technological Education and has been in effect since May 1, 2009. LEAs and educational services are now able to locally deliver professional development that supports initial, new teachers' needs at the school level within the school day.

New teacher induction and support was provided by the Career Pathways' Program Specialists at the 2012 Arizona CTE/ACTE Summer Conference during specific sessions designed for new CTE teachers to introduce the components of a quality CTE program. Resources and processes were identified to assist teachers with the new school year.

The CTE program Education Professions and the CTSO Future Educators Association (FEA) encourages high school students to seriously consider teaching as a career choice, and reinforces the rewards of choosing to be a CTE teacher specifically.

**17P. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?**

The 2012-2013 CTE Program List is based on Arizona Labor Market Information (LMI) provided by the Arizona Department of Commerce Research and Administration Division. It includes projected job openings for 2008-2018, May 2010 wage survey and ONET data for all available SOC codes. The research included the crosswalk to Classification of Instruction Programs. BLS Education Codes are used through the Associate Degree. The end result of the research is a market driven list of CTE occupational programs available to secondary and postsecondary LEAs based on high wage, high demand and high skill occupations.

**4. Progress in Developing and Implementing Technical Skill Assessments**

**1. Enter the program areas for which the state had technical skill assessments at the secondary and postsecondary level.**

**2012-2013 End-of-Program Assessments with Technical Skill Attainment Data**

CIP	Program/Option	CIP	Program/Option
52.0300.0	Accounting and Related Services	01.0100.0	Environmental Service Systems Option G
46.0400.2	Advanced Construction Technologies Option A	52.1900.2	Fashion Design and Merchandising Option A
52.1800.3	Advertising and Public Relations Option B	52.0800.0	Financial Services
01.0100.9	Agribusiness Systems Option F	43.0200.0	Fire Service
47.0600.5	Aircraft Mechanics Option D	52.0900.0	Hospitality Management
01.0100.4	Animal Systems Option C	52.1900.3	Interior Design and Merchandising Option B
15.1300.2	Architectural Drafting Option A	51.0800.3	Laboratory Assisting Option B
50.0500.3	Arts Management Option B	43.0100.0	Law, Public Safety and Security
48.0500.2	Automation/Robotics Option A	15.1300.4	Mechanical Drafting Option C
47.0600.3	Automotive Collision Repair Option B	51.0800.6	Medical Assisting Services Option E
47.0600.2	Automotive Technologies Option A	01.0100.5	Natural Renewable Resources Systems Option D
41.0100.0	Bioscience	15.1200.3	Network Technologies Option B
52.0200.0	Business Management and Administrative Services	51.3900.0	Nursing Services
52.0400.0	Business Operations Support and Assistant Services	51.0800.2	Pharmacy Support Services Option A
46.0400.4	Cabinetmaking Option C	01.0100.3	Plant Systems Option B

CIP	Program/Option	CIP	Program/Option
46.0400.3	Carpentry Option B	48.0500.3	Precision Machining Option B
15.1200.2	Computer Maintenance Option A	52.1800.2	Professional Sales and Marketing Option A
12.0500.0	Culinary Arts	15.1200.4	Software Development Option C
13.1210.0	Early Childhood Education	51.0800.5	Sports Medicine and Rehabilitation Services Option D
13.1200.0	Education Professions	51.0900.4	Surgical Technician Option C
15.1300.3	Electronic Drafting Option B	50.0500.2	Technical Theatre Option A
51.0900.3	Emergency Medical Services Option B	51.3500.0	Therapeutic Massage
15.0000.0	Engineering Sciences	15.1200.5	Web Page Development Option D
52.1800.4	Entertainment Marketing Option C	48.0508.0	Welding Technologies
52.1800.5	Entrepreneurship Option D		

**2. Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.**

At the secondary level, Arizona is following a CTE program standards and assessment timeline to annually increase the number of CTE programs with assessments so that all CTE programs/options will eventually have current industry validated standards and assessments. Beginning in 2013, LEA's will have the option of reporting results from industry developed tests leading to industry credentials. The industry test results will be summarized and tabulated to determine the feasibility of reporting the industry test results in lieu of the state developed assessments.

LEAs that have not included any or all of their eligible students for testing on Arizona's Online Assessment System will be provided technical assistance promoting the benefits of the assessment credential to them and their students. They will be held accountable for increasing the percentage of eligible student participation annually. The number of students participating in the assessment process may increase as new and/or updated programs are implemented, assessment items developed, and assessments assembled for online testing. Below are new or updated programs conducted in 2013-2014. Pilot testing assessments for these programs will be conducted this year (or the following year depending on the amount of time teachers need to implement the new standards). As available, new and updated technical skills attainment data will be included in the Consolidated Annual Report.

CIP	Program	CIP	Program
10.0200.6	Animation	47.0600.2	Automotive Technologies
10.0200.5	Digital Photography	49.0200.0	Heavy Equipment Operations
10.0200.4	Journalism	51.0600.0	Dental Assisting
12.0400.0	Cosmetology	51.1500.0	Mental/Social Health
15.0300.0	Electronic Technologies	51.3900.0	Nursing Services

At the postsecondary level, Arizona has 1P1 technical skill attainment data in 48 program/option areas. Although improving, it is challenging to obtain both the denominator and the numerator for technical skill attainment since industry and licensing agencies usually send assessment results/credentials directly to adult students, who are expected to self-report. Through technical assistance and continued dialog with postsecondary constituents, strategies for retrieval of assessment results were implemented which have produced positive results impacting valid and reliable numbers reported as assessing and attaining technical skill. Arizona postsecondary institutions continue to implement strategies that encourage and reward students for self-reporting industry certificates, credentials and licensures to them. Additional technical assistance and shared resources have assisted postsecondary institutions in identifying applicable industry assessments and licensures. An ADE CTE specialist is specifically focusing on third-party assessments and credentialing. The chart of industry certificates, credentials and licensures for community college programs which is included in the Perkins Postsecondary Manual was reviewed and expanded in 2012-2013 to provide additional resources for postsecondary institutions.

ADE CTE continues to utilize industry assessments resulting in certifications, licensures or credentials. However, postsecondary students who complete a program that does not have an industry related assessment may take the Arizona CTE Online Assessment and receive an industry-validated certificate. In 2012-2013, the Arizona CTE Online Assessment was used by two community colleges in the Fall 2012 testing period to assess Business Management and Administration and Nursing Services. In Spring 2013, four community colleges participated in the online assessments to assess Business Management and Administration, Mechanical Drafting, Plant Systems and Nursing Services. As postsecondary LEAs identify additional programs for which they have difficulty finding specific industry assessments and as the system becomes tailored to their needs, more programs will be assessed using the system.

During 2013-2014, ADE CTE will continue to collaborate with the Arizona postsecondary institutions to provide technical assistance, share resources and identify best practices to retrieve the results for those concentrators passing industry assessments/licensures and to increase the coverage of CTE programs and the number of students reported in the technical skill indicator.

### Implementation of State Program Improvement Plans

Arizona was not required to submit a State Program Improvement Plan. Arizona exceeded the agreed upon level of performance for all eight performance measures.

### Implementation of Local Program Improvement Plans

At the secondary level, Arizona has categorized Improvement Plans based on the law. The first category is those LEAs that failed to meet the same performance measure for three or more consecutive years. The second category is those LEAs that did not meet the same measure for two consecutive years. The third category is those LEAs who failed to meet one or more performance measure during the reporting year.

Missing a PM for 3 or More Consecutive Years		Missing a PM for 2 Consecutive Years		1 <sup>st</sup> Year Missing a PM	
FY12-13 Eligible Recipients	105 LEAs	FY12-13 Eligible Recipients	105 LEAs	FY12-13 Eligible Recipients	105 LEAs
Performance Measure	# LEAs	Performance Measure	# LEAs	Performance Measure	# LEAs
1S1 AIMS Reading	0	1S1 AIMS Reading	0	1S1 AIMS Reading	1
1S2 AIMS Math	0	1S2 AIMS Math	3	1S2 AIMS Math	2
2S1 Technical Skill Attainment	0	2S1 Technical Skill Attainment	1	2S1 Technical Skill Attainment	10
3S1 GED and Graduation	0	3S1 GED and Graduation	0	3S1 GED and Graduation	0
4S1 Graduation	0	4S1 Graduation	0	4S1 Graduation	0
5S1 Placement	1	5S1 Placement	2	5S1 Placement	9
6S1 Nontraditional Participation	3	6S1 Nontraditional Participation	1	6S1 Nontraditional Participation	6
6S2 Nontraditional Completion	3	6S2 Nontraditional Completion	3	6S2 Nontraditional Completion	9
<i>Number of LEAs that did not meet 1 or more PM</i>	<b>6</b>	<i>Number of LEAs that did not meet 1 or more PM</i>	<b>8</b>	<i>Number of LEAs that did not meet 1 or more PM</i>	<b>29</b>

ADE CTE provided, and continues to provide, technical assistance to those LEAs that were required to create and implement Improvement Plans. Targeted technical assistance continues to be delivered to LEAs that struggle to meet performance measures 6S1 and 6S2.

At the postsecondary level, Improvement Plan data is presented for three years. The credential, certificate, or diplomas core indicator and the nontraditional completion core indicators were the only measures missed by the postsecondary LEAs.. The Improvement Plan data is listed in the charts which follow:

Missing a PM for 3 Consecutive Years		Missing a PM for 2 Consecutive Years		1 <sup>st</sup> Year Missing a PM	
FY12-13 Eligible Recipients	10 LEAs	FY12-13 Eligible Recipients	10 LEAs	FY12-13 Eligible Recipients	10 LEAs
Performance Measure	# of LEAs	Performance Measure	# of LEAs	Performance Measure	# of LEAs
1P1 Technical Skill Attainment	0	1P1 Technical Skill Attainment	0	1P1 Technical Skill Attainment	0
2P1 Credential, Certificate, or Degree	1	2P1 Credential, Certificate, or Degree	0	2P1 Credential, Certificate, or Degree	1
3P1 Student Retention	0	3P1 Student Retention	0	3P1 Student Retention	0
4P1 Student Placement	0	4P1 Student Placement	0	4P1 Student Placement	1
5P1 Nontraditional Participation	0	5P1 Nontraditional Participation	0	5P1 Nontraditional Participation	0
5P2 Nontraditional Completion	1	5P2 Nontraditional Completion	0	5P2 Nontraditional Completion	1
<i>Number of LEAs that did not meet 1 or more PM</i>	<b>2</b>	<i>Number of LEAs that did not meet 1 or more PM</i>	<b>0</b>	<i>Number of LEAs that did not meet 1 or more PM</i>	<b>2</b>

All postsecondary LEAs requiring an Improvement Plan are provided with technical assistance prior to submitting their Improvement Plan and amend the Federal Perkins Grant project. Two LEA site visits were conducted with emphasis on Improvement Plans for those LEAs who did not meet a performance measure for two consecutive years. During technical assistance site visits, discussions regarding contributing factors and accurate reporting were the focus of improvement strategies. Through technical assistance and the Perkins Postsecondary Manual, clarification on uniform reporting has improved performance 4P1 (no LEA is currently on an improvement plan for 4P1). The charts indicate the positive impact of focused technical assistance and professional development activities on reducing the number of improvement plans needed for missing a performance measure for two or more consecutive years. LEAs showing progress on meeting the performance measures provide Best Practices to other postsecondary LEAs. Any LEAs missing a performance measure for three years develop a Directed Improvement Plan which requires more defined action steps to improve the performance of that specific measure and Perkins funds directed to supporting the activities of the plan. Quarterly status reports are required as part of the Directed Improvement Plans. Further technical assistance will continue to concentrate on strategies for improvement with LEA action plans for 2P1 and 5P2.

**Interim Financial Status Report (FSR) Form**

<b>1. State Name</b>	Arizona	<b>5. Grant Award Number:</b>	
<b>2. Federal Funding Period:</b>		State Basic Grant (Title I):	V048A120003
Start Date:	7/1/2012	<b>6. Grant Award Amount:</b>	
End Date:	9/30/2014	State Basic Grant (Title I):	24305238
<b>3. Reporting Period:</b>		<b>7. Amended Interim FSR:</b>	FALSE
Start Date:	7/1/2012	0 Date of Ammended FSR:	
End Date:	9/30/2013		
<b>Accounting Basis:</b>			

Row		1	2	3	4	5	6	7	8	9	10	11
		Total	Program	New	Net	Non-	Total	Federal	Federal	Federal	Balance	
		Outlays	Income	Outlays	Outlays	Federal	Federal	Share of	Share of	Share of	of	
		This	Credits	This	To Date	Share of	Share of	Unliquida	Unliquida	Unliquida	Unobligat	
		Report		Report	(Column 2	Share of	(Column 5	ted	ted	ted	ed	
		Period		(Column 3	+ 4)	Outlays	- 6)	(Column 7	(Column 8	(Column 9	(Column	
				- 3)	+ 4)			+ 8)	+ 8)	+ 8)	10 - 9)	
A	Total Title I Funds*											
B	Local Uses of Funds											
C	RESERVE											
D	Funds for Secondary Recipients	0	0	0	0	0	0	0	0	0	1200000	1200000
E	Funds for Postsecondary Recipients	0	0	0	0	0	0	0	0	0	0	0
F	Total (Row D + E)	0	0	0	0	0	0	0	0	0	1200000	1200000
G	Formula Distribution											
H	Funds for Secondary Recipients	0	13241375	0	13241375	13241375	0	13241375	0	13241375	16360535	3119160
I	Funds for Postsecondary Recipients	0	1213092	0	1213092	1213092	0	1213092	0	1213092	3098918	1885826
J	Total (Row H + I)	0	14454467	0	14454467	14454467	0	14454467	0	14454467	19459453	5004986
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	0	14454467	0	14454467	14454467	0	14454467	0	14454467	20659453	6204986
L	State Leadership											
M	Non-traditional Training and Employment	0	23926.64	0	23926.64	23926.64	0	23926.64	0	23926.64	60000	36073.36
N	State Institutions	0	0	0	0	0	0	0	0	0	243052	243052
O	Other Leadership Activities	0	1494430	0	1494430	1494430	0	1494430	0	1494430	2127471	633040.8
P	TOTAL STATE LEADERSHIP (Row M + N + O)	0	1518357	0	1518357	1518357	0	1518357	0	1518357	2430523	912166.2
Q	State Administration											
R	Total State Administration	0	3574162	0	3574162	3574162	2358900	1215262	0	1215262	1215262	0
S	TOTAL TITLE I FUNDS (Row K + P + R)	0	19546986	0	19546986	19546986	2358900	17188086	0	17188086	24305238	7117152

Additional Information:

**Final Financial Status Report (FSR) Form**

**1. State Name:** Arizona  
**2. Federal Funding Period:** Start Date: 7/1/2011 End Date: 9/30/2013  
**3. Reporting Period:** Start Date: 7/1/2011 End Date: 9/30/2013  
**Accounting Basis:** 0 Date of Ammended FSR:  
**5. Grant Award Number:** State Basic Grant (Title I): V048A110003A  
**6. Grant Award Amount:** State Basic Grant (Title I): 24835965  
**7. Amended Final FSR:** FALSE

Row		1	2	3	4	5	6	7	8	9	10	11
		Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal Funds (Column 10 - 9)	
A	Total Title I Funds*											
B	Local Uses of Funds											
C	RESERVE											
D	Funds for Secondary Recipients	0	1000000	0	1000000	1000000	0	1000000	0	1000000	1000000	0
E	Funds for Postsecondary Recipients	0	0	0	0	0	0	0	0	0	0	0
F	Total (Row D + E)	0	1000000	0	1000000	1000000	0	1000000	0	1000000	1000000	0
G	Formula Distribution											
H	Funds for Secondary Recipients	13532896.29	3604709	0	3604709	17137606	0	17137606	0	17137606	16943986	-193620
I	Funds for Postsecondary Recipients	1859028	1307557	0	1307557	3166585	0	3166585	0	3166585	3166585	0
J	Total (Row H + I)	15391924.29	4912266	0	4912266	20304191	0	20304191	0	20304191	20110571	-193620
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	15391924.29	5912266	0	5912266	21304191	0	21304191	0	21304191	21110571	-193620
L	State Leadership											
M	Non-traditional Training and Employment	0	60000	0	60000	60000	0	60000	0	60000	60000	0
N	State Institutions	0	54739.25	0	54739.25	54739.25	0	54739.25	0	54739.25	248359	193619.8
O	Other Leadership Activities	1403332.39	771904.6	0	771904.6	2175237	0	2175237	0	2175237	2175237	0
P	TOTAL STATE LEADERSHIP (Row M + N + O)	1403332.39	886643.9	0	886643.9	2289976	0	2289976	0	2289976	2483596	193619.8
Q	State Administration											
R	Total State Administration	3436354.93	164343.1	0	164343.1	3600698	2358900	1241798	0	1241798	1241798	0
S	TOTAL TITLE I FUNDS (Row K + P + R)	20231611.61	6963253	0	6963253	27194865	2358900	24835965	0	24835965	24835965	0

Additional Information:

### Student Enrollment Form of CTE Participants

State: Arizona  
Program Year: 2012-2013

	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students
<b>GENDER</b>			
Male	46951	59633	0
Female	42879	72000	0
<b>RACE/ETHNICITY *(1997 STANDARDS)</b>			
American Indian or Alaskan Native	4548	4835	0
Asian	2594	3672	0
Black or African American	4194	8639	0
Hispanic/Latino	34347	34100	0
Native Hawaiian or Other Pacific Islander	203	428	0
White	42548	69025	0
Two or More Races	1396	2220	0
Unknown		8714	
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>			
Individuals With Disabilities (ADA)		1606	0
Disability Status (ESEA/IDEA)	8278		
Economically Disadvantaged	38535	50515	0
Single Parents	67	3082	0
Displaced Homemakers	0	88	0
Limited English Proficient	365	2076	0
Migrant Status	436		
Nontraditional Enrollees	63878	17103	0

**Student Enrollment Form of CTE Concentrators**

State: Arizona

Program Year: 2012-2013

	SECONDARY		POSTSECONDARY		ADULT	
	Male	Female	Male	Female	Male	Female
<b>Agriculture, Food &amp; Natural Resources</b>	455	508	277	298	0	0
<b>Architecture &amp; Construction</b>	1033	157	1745	159	0	0
<b>Arts, A/V Technology, &amp; Communications</b>	1405	1502	1558	1507	0	0
<b>Business Management, &amp; Administration</b>	988	787	2926	3358	0	0
<b>Education &amp; Training</b>	97	1041	520	2185	0	0
<b>Finance</b>	43	44	31	48	0	0
<b>Government &amp; Public Administration</b>	0	0	25	54	0	0
<b>Health Science</b>	780	1986	2784	8267	0	0
<b>Hospitality &amp; Tourism</b>	1078	1683	398	587	0	0
<b>Human Services</b>	6	500	487	1785	0	0
<b>Information Technology</b>	617	154	3161	1644	0	0
<b>Law, Public Safety &amp; Security</b>	516	312	3889	2741	0	0
<b>Manufacturing</b>	585	64	1212	299	0	0
<b>Marketing Sales &amp; Services</b>	562	845	40	80	0	0
<b>Science, Technology, Engineering &amp; Math</b>	455	76	310	314	0	0
<b>Transportation, Distribution &amp; Logistics</b>	1116	107	1557	478	0	0

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 1S1: Attainment of Academic Skills - Reading/Language Arts**

**State: Arizona  
Program Year: 2012-2013**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	18151	18922	84.00%	95.93%	E	Y
2	<b>GENDER</b>						
3	Male	8999	9481		94.92%		
4	Female	9152	9441		96.94%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	1075	1206		89.14%		
14	Asian	567	571		99.30%		
15	Black or African American	765	806		94.91%		
16	Hispanic/Latino	6508	6860		94.87%		
17	Native Hawaiian or Other Pacific Islander	34	34		100.00%		
18	White	8980	9214		97.46%		
19	Two or More Races	222	231		96.10%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	1089	1713		63.57%		
23	Economically Disadvantaged	7119	7549		94.30%		
24	Single Parents	31	33		93.94%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	27	60		45.00%		
27	Migrant Status	66	70		94.29%		
28	Nontraditional Enrollees	4053	4204		96.41%		
29	Tech Prep	4362	4546		95.95%		

**Comment:** All secondary forms are submitted via EDEN/EDFACTS

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

**State: Arizona  
Program Year: 2012-2013**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	16850	18990	71.00%	88.73%	E	Y
<b>2 GENDER</b>							
3	Male	8382	9513		88.11%		
4	Female	8468	9477		89.35%		
<b>5 RACE/ETHNICITY * (1977 Standards)</b>							
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
<b>12 RACE/ETHNICITY* (1997 Revised Standards)</b>							
13	American Indian or Alaska Native	898	1218		73.73%		
14	Asian	546	568		96.13%		
15	Black or African American	691	811		85.20%		
16	Hispanic/Latino	5963	6892		86.52%		
17	Native Hawaiian or Other Pacific Islander	34	35		97.14%		
18	White	8515	9235		92.20%		
19	Two or More Races	203	231		87.88%		
<b>20 SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>							
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	566	1721		32.89%		
23	Economically Disadvantaged	6475	7590		85.31%		
24	Single Parents	24	36		66.67%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	18	60		30.00%		
27	Migrant Status	55	70		78.57%		
28	Nontraditional Enrollees	3782	4225		89.51%		
29	Tech Prep	4081	4550		89.69%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 2S1: Technical Skill Attainment**

**State: Arizona**

**Program Year: 2012-2013**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	8466	10061	72.00%	84.15%	E	Y
2	<b>GENDER</b>						
3	Male	4218	4956		85.11%		
4	Female	4248	5105		83.21%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	515	735		70.07%		
14	Asian	244	279		87.46%		
15	Black or African American	319	412		77.43%		
16	Hispanic/Latino	2918	3733		78.17%		
17	Native Hawaiian or Other Pacific Islander	17	19		89.47%		
18	White	4338	4750		91.33%		
19	Two or More Races	115	133		86.47%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	495	831		59.57%		
23	Economically Disadvantaged	3259	4111		79.28%		
24	Single Parents	12	19		63.16%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	10	26		38.46%		
27	Migrant Status	17	26		65.38%		
28	Nontraditional Enrollees	3205	3687		86.93%		
29	Tech Prep	3905	4418		88.39%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 3S1: School Completion**

**State: Arizona  
Program Year: 2012-2013**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	17963	18453	84.00%	97.34%	E	Y
2	<b>GENDER</b>						
3	Male	8865	9136		97.03%		
4	Female	9098	9317		97.65%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	1013	1102		91.92%		
14	Asian	555	561		98.93%		
15	Black or African American	784	798		98.25%		
16	Hispanic/Latino	6458	6629		97.42%		
17	Native Hawaiian or Other Pacific Islander	33	33		100.00%		
18	White	8890	9096		97.74%		
19	Two or More Races	230	234		98.29%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	1488	1545		96.31%		
23	Economically Disadvantaged	7070	7291		96.97%		
24	Single Parents	25	27		92.59%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	36	42		85.71%		
27	Migrant Status	59	63		93.65%		
28	Nontraditional Enrollees	4035	4111		98.15%		
29	Tech Prep	4378	4479		97.75%		
30	<b>DISAGGREGATE INDICATORS</b>						
31	General Education Development (GED)				XXX%		
32	Diploma				XXX%		
33	Certificate				XXX%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 4S1: Student Graduation Rates**

**State: Arizona  
Program Year: 2012-2013**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	17917	18453	84.00%	97.10%	E	Y
2	<b>GENDER</b>						
3	Male	8832	9136		96.67%		
4	Female	9085	9317		97.51%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	1007	1102		91.38%		
14	Asian	555	561		98.93%		
15	Black or African American	784	798		98.25%		
16	Hispanic/Latino	6442	6629		97.18%		
17	Native Hawaiian or Other Pacific Islander	33	33		100.00%		
18	White	8866	9096		97.47%		
19	Two or More Races	230	234		98.29%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	1484	1545		96.05%		
23	Economically Disadvantaged	7048	7291		96.67%		
24	Single Parents	25	27		92.59%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	36	42		85.71%		
27	Migrant Status	59	63		93.65%		
28	Nontraditional Enrollees	4026	4111		97.93%		
29	Tech Prep	4369	4479		97.54%		

**Comment:**

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

**State: Arizona  
Program Year: 2012-2013**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	13107	17407	57.00%	75.30%	E	Y
2	<b>GENDER</b>						
3	Male	6439	8770		73.42%		
4	Female	6668	8637		77.20%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	749	1190		62.94%		
14	Asian	395	478		82.64%		
15	Black or African American	549	708		77.54%		
16	Hispanic/Latino	4608	6353		72.53%		
17	Native Hawaiian or Other Pacific Islander	20	24		83.33%		
18	White	6653	8481		78.45%		
19	Two or More Races	133	173		76.88%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	974	1614		60.35%		
23	Economically Disadvantaged	4864	6994		69.55%		
24	Single Parents	47	61		77.05%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	23	49		46.94%		
27	Migrant Status	53	87		60.92%		
28	Nontraditional Enrollees	2881	3783		76.16%		
29	Tech Prep	11490	15293		75.13%		
30	<b>DISAGGREGATE INDICATORS</b>						
31	Advanced Training & Postsecondary Education	10354			XXX%		
32	Employment	4595			XXX%		
33	Military	551			XXX%		

**Comment:**

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

**State: Arizona  
Program Year: 2012-2013**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	21748	63878	24.50%	34.05%	E	Y
2	<b>GENDER</b>						
3	Male	5184	32802		15.80%		
4	Female	16564	31076		53.30%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	1209	3576		33.81%		
14	Asian	578	1584		36.49%		
15	Black or African American	1095	2984		36.70%		
16	Hispanic/Latino	8762	25508		34.35%		
17	Native Hawaiian or Other Pacific Islander	56	141		39.72%		
18	White	9697	29093		33.33%		
19	Two or More Races	351	992		35.38%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	1649	6393		25.79%		
23	Economically Disadvantaged	10039	29003		34.61%		
24	Single Parents	9	49		18.37%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	77	279		27.60%		
27	Migrant Status	126	393		32.06%		
28	Tech Prep	5280	13620		38.77%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 6S2: Nontraditional Completion**

**State: Arizona  
Program Year: 2012-2013**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	2119	7989	14.00%	26.52%	E	Y
2	<b>GENDER</b>						
3	Male	495	3724		13.29%		
4	Female	1624	4265		38.08%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	137	659		20.79%		
14	Asian	51	185		27.57%		
15	Black or African American	96	312		30.77%		
16	Hispanic/Latino	743	2976		24.97%		
17	Native Hawaiian or Other Pacific Islander	5	14		35.71%		
18	White	1048	3739		28.03%		
19	Two or More Races	39	104		37.50%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	107	726		14.74%		
23	Economically Disadvantaged	860	3335		25.79%		
24	Single Parents	3	17		17.65%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	3	23		13.04%		
27	Migrant Status	7	23		30.43%		
28	Tech Prep	1315	3378		38.93%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 1P1: Technical Skill Attainment**

**State: Arizona  
Program Year: 2012-2013**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	3740	4030	87.50%	92.80%	E	Y
2	<b>GENDER</b>						
3	Male	1562	1709		91.40%		
4	Female	2178	2321		93.84%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	169	198		85.35%		
14	Asian	88	94		93.62%		
15	Black or African American	116	123		94.13%		
16	Hispanic/Latino	758	841		90.13%		
17	Native Hawaiian or Other Pacific Islander	13	14		92.86%		
18	White	2379	2526		94.18%		
19	Two or More Races	37	40		92.50%		
20	Unknown	180	194		92.78%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	29	33		87.88%		
23	Economically Disadvantaged	1620	1736		93.32%		
24	Single Parents	111	120		92.50%		
25	Displaced Homemakers	6	7		85.71%		
26	Limited English Proficient	49	55		89.09%		
27	Nontraditional Enrollees	507	548		92.52%		
28	Tech Prep	176	198		88.89%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 2P1: Credential, Certificate, or Degree**

**State: Arizona  
Program Year: 2012-2013**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	10898	25840	42.00%	42.17%	E	Y
2	<b>GENDER</b>						
3	Male	4842	12514		38.69%		
4	Female	6056	13326		45.44%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	255	831		30.69%		
14	Asian	308	659		46.74%		
15	Black or African American	542	1363		39.77%		
16	Hispanic/Latino	2312	5594		41.33%		
17	Native Hawaiian or Other Pacific Islander	24	61		39.34%		
18	White	6699	15148		44.22%		
19	Two or More Races	98	261		37.55%		
20	Unknown	660	1923		34.32%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	127	337		37.69%		
23	Economically Disadvantaged	3935	10615		37.07%		
24	Single Parents	131	432		30.32%		
25	Displaced Homemakers	16	35		45.71%		
26	Limited English Proficient	135	340		39.71%		
27	Nontraditional Enrollees	1487	3398		43.76%		
28	Tech Prep	738	2095		35.23%		
29	<b>DISAGGREGATE INDICATORS</b>						
30	Credential	1037			XXX%		
31	Certificate	5327			XXX%		
32	Degree	5366			XXX%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 3P1: Student Retention or Transfer**

**State: Arizona  
Program Year: 2012-2013**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	19068	27051	52.00%	70.49%	E	Y
2	<b>GENDER</b>						
3	Male	8571	12617		67.93%		
4	Female	10497	14434		72.72%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	657	1076		61.06%		
14	Asian	527	708		74.44%		
15	Black or African American	1130	1588		71.16%		
16	Hispanic/Latino	4738	6518		72.69%		
17	Native Hawaiian or Other Pacific Islander	49	68		72.06%		
18	White	10576	15103		70.03%		
19	Two or More Races	268	358		74.86%		
20	Unknown	1123	1632		68.81%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	251	349		71.92%		
23	Economically Disadvantaged	9330	13772		67.75%		
24	Single Parents	551	735		74.97%		
25	Displaced Homemakers	17	27		62.96%		
26	Limited English Proficient	299	470		63.62%		
27	Nontraditional Enrollees	2890	3872		74.64%		
28	Tech Prep	1672	2313		72.29%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 4P1: Student Placement**

**State: Arizona  
Program Year: 2012-2013**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	13650	25957	39.00%	52.59%	E	Y
2	<b>GENDER</b>						
3	Male	6769	12589		53.77%		
4	Female	6881	13368		51.47%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	385	820		46.95%		
14	Asian	288	662		43.50%		
15	Black or African American	614	1371		44.78%		
16	Hispanic/Latino	3271	5663		57.76%		
17	Native Hawaiian or Other Pacific Islander	32	61		52.46%		
18	White	8008	15195		52.70%		
19	Two or More Races	126	262		48.09%		
20	Unknown	926	1923		48.15%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	144	346		41.62%		
23	Economically Disadvantaged	5384	10714		50.25%		
24	Single Parents	287	440		65.23%		
25	Displaced Homemakers	23	42		54.76%		
26	Limited English Proficient	112	345		32.46%		
27	Nontraditional Enrollees	1748	3422		51.08%		
28	Tech Prep	1191	2052		58.04%		
29	<b>DISAGGREGATE INDICATORS</b>						
30	Apprenticeship	4			XXX%		
31	Employment	13645			XXX%		
32	Military	1			XXX%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 5P1: Nontraditional Participation**

**State: Arizona  
Program Year: 2012-2013**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	17226	60951	23.00%	28.26%	E	Y
2	<b>GENDER</b>						
3	Male	8019	27650		29.00%		
4	Female	9207	33301		27.65%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	655	2576		25.43%		
14	Asian	411	1380		29.78%		
15	Black or African American	1287	3702		34.76%		
16	Hispanic/Latino	4941	17088		28.92%		
17	Native Hawaiian or Other Pacific Islander	54	194		27.84%		
18	White	8484	31111		27.27%		
19	Two or More Races	268	865		30.98%		
20	Unknown	1126	4035		27.91%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	226	845		26.75%		
23	Economically Disadvantaged	6893	23473		29.37%		
24	Single Parents	354	1336		26.50%		
25	Displaced Homemakers	34	81		41.98%		
26	Limited English Proficient	314	1258		24.96%		
27	Tech Prep	1115	4053		27.51%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 5P2: Nontraditional Completion**

**State: Arizona  
Program Year: 2012-2013**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	1631	5970	18.00%	27.32%	E	Y
2	<b>GENDER</b>						
3	Male	649	2739		23.69%		
4	Female	982	3231		30.39%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	33	138		23.91%		
14	Asian	38	137		27.74%		
15	Black or African American	167	356		46.91%		
16	Hispanic/Latino	413	1513		27.30%		
17	Native Hawaiian or Other Pacific Islander	2	16		12.50%		
18	White	843	3396		24.82%		
19	Two or More Races	15	50		30.00%		
20	Unknown	120	364		32.97%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	14	60		23.33%		
23	Economically Disadvantaged	509	2129		23.91%		
24	Single Parents	15	91		16.48%		
25	Displaced Homemakers	3	14		21.43%		
26	Limited English Proficient	59	129		45.74%		
27	Tech Prep	115	440		26.14%		

**Comment:**