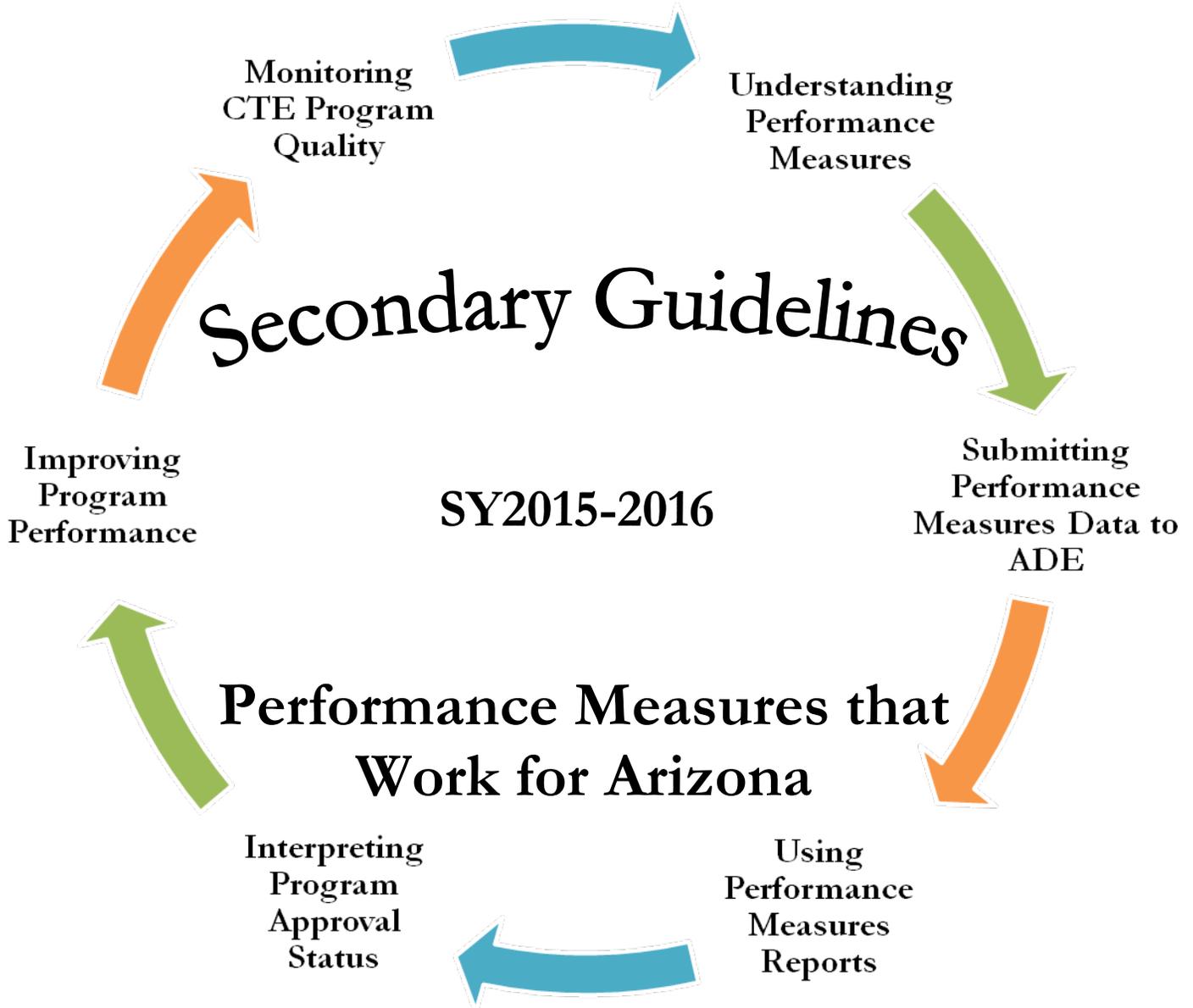




State of Arizona  
Department of Education



**July 2015**

Career and Technical Education  
High Academic Standards for Students  
Arizona Department of Education  
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# CAREER AND TECHNICAL EDUCATION IN ARIZONA

## *VISION*

**Ensure a dynamic workforce by fully developing every student's career and academic potential**

## *MISSION*

**Prepare Arizona students for workforce success and continuous learning**

## *CORE VALUES*

- Strengthening expectations for challenging academic and technical rigor in Career and Technical Education programs.
- Increasing partnerships with postsecondary community colleges to provide a smooth transition in all Career and Technical Education program areas.
- Investing in professional development for Career and Technical Education teachers to result in positive outcomes.
- Maximizing career development opportunities for students at all instructional levels through increased collaboration with academic teachers.
- Expanding community partnerships with business and industry to develop a premier workforce preparation system.
- Preparing students for high wage/high demand occupations and career pathways to enhance the competitive edge and economic development in Arizona.
- Promoting the Arizona Workplace Standards for all students.
- Showcasing innovative and exemplary practices in quality Career and Technical Education programs that include the following elements:
  - Industry-validated standards
  - Integration of academic skills
  - Work-based learning opportunities
  - Articulation with postsecondary
  - Industry partnerships
  - Leadership and personal development

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## Introduction

The purposes of the SY2015-2016 Secondary Guidelines are to serve as an overview of performance measures reporting requirements and provide sufficient information in order to continuously improve Career and Technical Education (CTE) programs. The Secondary Guidelines are updated annually and include the newest performance measures updates.

This book has been designed as a “user friendly” resource for district CTE administrators, local evaluation teams and CTE teachers. The guidelines will help the reader become acquainted with the local and state accountability requirements under the Carl D. Perkins Career and Technical Education Act of 2006. This guide will help users to:

- Understand performance measures
- Organize participant, concentrator and placement data
- Report 2016 participant, concentrator and 2015 placement records
- Access performance results from the Arizona Department of Education (ADE) web page
- Use performance results to evaluate program performance
- Monitor data quality

There are two documents designed to assist in performance measure reporting:

- The CTE Handbook, *The Handbook*, available at: [www.azed.gov/career-technical-education/handbooksguidelines/](http://www.azed.gov/career-technical-education/handbooksguidelines/) under The Handbook
- SY2015-2016 *Secondary Guidelines, Performance Measures that Work for Arizona* (this book), available at [www.azed.gov/career-technical-education/handbooksguidelines/](http://www.azed.gov/career-technical-education/handbooksguidelines/) under Secondary Guidelines, Performance Measures that Work for Arizona

The Arizona State Board of Education approved a state accountability system that measures CTE program performance using a series of performance measures. The Perkins Act emphasizes state and local accountability. It establishes comparable student definitions and measurements for all CTE programs and is based on expectations that student performance will improve each year. Continuous improvement is expected in six core areas of emphasis, including:

### Final Agreed Upon Performance Levels (FAUPL)

Six Core Areas	Performance Measure	2012-13	2013-14	2014-15	2015-16
<b>Academic Standards Attainment</b>	1S1 Academic-Reading	84.00%	86.00%	88.00%	<b>90.00%*</b>
	1S2 Academic-Math	71.00%	75.00%	79.00%	<b>89.00%*</b>
<b>Technical Skill Attainment</b>	2S1 Technical Skill Attainment	72.00%	73.00%	78.00%	80.00%
<b>School Completion (Grad + GED)</b>	3S1 School Completion	84.00%	85.00%	90.00%	91.00%
<b>Graduation</b>	4S1 Graduation	84.00%	85.00%	86.00%	90.00%
<b>Placement</b>	5S1 Placement	57.00%	58.00%	65.00%	68.00%
<b>Nontraditional Students</b>	6S1 Nontrad Participation	24.50%	25.00%	26.00%	27.00%
	6S2 Nontrad Completion	14.00%	14.50%	16.00%	18.00%

*Note: \*Beginning in FY2016, Academic Standards Attainment will utilize AzMERIT assessment data. Performance Measures 1S1 and 1S2 will be renegotiated once baseline AzMERIT data has been established.*

For additional information regarding the contents of this document, contact Nicole Clapeck at [Nicole.Clapeck@azed.gov](mailto:Nicole.Clapeck@azed.gov) or (602) 542-4754.

# Section 1

## Understanding Performance Measures

Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006 requires that each state establish a performance accountability system to “assess the effectiveness of the state in achieving statewide progress in career and technical education and to optimize the return of investment of federal funds in career and technical education activities.”

The Arizona accountability system must address federal and state data collection requirements and may change each year as new requirements are implemented. Expected levels of state performance must be reviewed annually by the Arizona Department of Education (ADE) and Local Education Agencies (LEAs) for each performance measure.

The State Adjusted Level of Performance (SALP) is a measurable and quantifiable indicator of performance negotiated between ADE and the Office of Career, Technical and Adult Education (OCTAE). The state must attain the SALP which increases annually. Each district will have a District Level of Performance (DLP) for each of the eight performance measures.

### Calculation

Performance measures are calculated using participant, concentrator and placement data collected by CTE. All federal concentrator records will be included in the calculation of performance measures. Failure to submit required participant, concentrator and placement data will impact district funding.

### Definition of a CTE Participant

A participant is a secondary student in grades 9, 10, 11 and 12 who has earned one (1) or more transcribed Carnegie Units/credits in the same CTE program area in the reporting year. *A Career Preparation sequence of courses may not include courses designated with a .99 or .00 course number. These courses may not be included when determining which courses will be used for reporting participants.*

### Definition of a CTE Concentrator

A concentrator is a secondary student who has transcribed two (2) or more Carnegie Units/credits in a state-designated sequence in an approved Career and Technical Education program. The Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook. Concentrators are not included in the calculation of performance measures until they leave school with a valid leave code. *A Career Preparation sequence of courses may not include courses designated with a .99 or .00 course number. These courses may not be included when determining which courses will be used for reporting concentrators.*

## Performance Measures Uses Year-End Status/Leave Codes

GRADUATES		
Year-end Graduate	G	Completed a course of study for high school AND passed all three high school AIMS assessments with or without augmentation; OR completed an IEP, AND fulfilled the AIMS requirement specified in their IEP.
Withdrawal Midyear Graduate	W7	
Withdrawal Summer Graduate	S7	
NON-GRADUATES		
Still Enrolled	E1	Still enrolled in school. <b>Included as participant if eligible.</b>
Still Enrolled (AIMS)	SA	Fulfilled course of study but DID NOT pass all AIMS tests.
Still Enrolled (Course of Study)	SC	DID NOT fulfill a course of study but DID receive passing scores on all AIMS tests.
Still Enrolled (Met no requirement)	SE	DID NOT fulfill a course of study and DID NOT receive a passing score on AIMS test.
Attendee	A	Did not fulfill a course of study whether or not they received passing scores on all of the AIMS tests. Did not complete an IEP whether or not they fulfilled the AIMS. Turned 22 years of age during the year. Attended school as a twelfth grade foreign exchange student (grades 11 or 12 only).
Completer	C W13 S13	Fulfilled a course of study but DID NOT receive passing scores on all AIMS tests, with or without augmentation. Completed an IEP but DID NOT fulfill the AIMS requirement specified on their IEP.
Promoted	P	Promoted to next grade except for twelfth grade.
Retained	R	Retained in same grade.
Illness	W2 S2	Chronic illness.
Expelled	W3 S3	Expulsion or long-term suspension.
Status Unknown	W4 S4	Ten or more consecutive days of unexcused absence.
Dropout	W5 S5	No intention of completing a high school diploma.
Detention	W10 S10	Student transferred to detention center or correctional facility where they are receiving educational services.
GED	W11 S11	Withdraw expressly for the purpose of obtaining a GED.
Vocational School	W12 S12	Continue studies at a technical or vocational school.
CTE GENERATED LEAVE CODES (not used by SAIS)		
Not Posted	NP	No valid leave code entered in student's SAIS record
Not Applicable	NA	Student does not have a current year SAIS record
NOT USED IN ANY WAY FOR PERKINS		
Transferred	W1	Withdraw to continue studies in another school, which grants an accredited high school diploma.
Summer Transfer Out of District	S1	
Summer Transfer Within District	S99	
Aged Out During Year	W6	No longer school age (22 years).
Aged Out Summer	S6	
Deceased	W8 S8	Confirmed death.
Home School During Year	W9	To be taught at home.
Home School Summer	S9	
Transferred Grade	WT	Transferred within same school to another register.
Transferred Register	WR	

Go to <http://www.azed.gov/accountability/files/2014/11/grad-do-persistence-rate-tech-manual-nov26.pdf>, the Graduation Rate Technical Manual, for additional information.

## Performance Measures Calculations and Levels of Performance

<b>Performance Measure 1S1: Academic Attainment in Reading/Language Arts</b>  <b>2015/16 SALP – 90.00%</b>	<b>Numerator:</b> Number of CTE concentrators who meet or exceed all the reading standards measured on the end-of-course AzMERIT ELA Grade 11 test and left secondary education in the reporting year.
	<b>Denominator:</b> Number of CTE concentrators who took the end-of-course AzMERIT ELA Grade 11 test and left secondary education in the reporting year.
<b>Performance Measure 1S2: Academic Attainment in Mathematics</b>  <b>2015/16 SALP – 89.00%</b>	<b>Numerator:</b> Number of CTE concentrators who meet or exceed all the mathematics standards measured on the end-of-course AzMERIT Algebra II test and left secondary education in the reporting year.
	<b>Denominator:</b> Number of CTE concentrators who took the end-of-course AzMERIT Algebra II test and left secondary education in the reporting year.
<b>Performance Measure 2S1: Technical Skill Attainment</b>  <b>2015/16 SALP – 80.00%</b>	<b>Numerator:</b> Number of CTE concentrators who completed the state-designated sequence of instruction then took and passed the technical skills assessment and left secondary education in the reporting year.
	<b>Denominator:</b> Number of CTE concentrators who completed the state-designated sequence of instruction and then took the technical skills assessment and left secondary education in the reporting year.
<b>Performance Measure 3S1: School Completion</b>  <b>2015/16 SALP – 91.00%</b>	<b>Numerator:</b> Number of CTE concentrators who earned a regular secondary school diploma or earned a General Education Development (GED) in the current cohort year in the reporting year.
	<b>Denominator:</b> Number of CTE concentrators who left secondary education in the current cohort year in the reporting year.
<b>Performance Measure 4S1: Student Graduation Rates</b>  <b>2015/16 SALP – 90.00%</b>	<b>Numerator:</b> Number of CTE concentrators who graduated in the reporting year and were included as graduated in the state’s computation of its graduation rate in the current cohort year in the reporting year.
	<b>Denominator:</b> Number of CTE concentrators who left secondary education in the current cohort year in the reporting year.
<b>Performance Measure 5S1: Placement</b>  <b>2015/16 SALP – 68.00%</b>	<b>Numerator:</b> Number of CTE concentrators who graduated and were placed in postsecondary education or advanced training, in military service, or employment in the year in which the concentrator left secondary education.
	<b>Denominator:</b> Number of CTE concentrators who graduated in the reporting year they left secondary education.
<b>Performance Measure 6S1: Nontraditional Participation</b>  <b>2015/16 SALP – 27.00%</b>	<b>Numerator:</b> Number of nontraditional CTE participants enrolled in a nontraditional program in the reporting year.
	<b>Denominator:</b> Number of CTE participants enrolled in a nontraditional program in the reporting year.
<b>Performance Measure 6S2: Nontraditional Completion</b>  <b>2015/16 SALP – 18.00%</b>	<b>Numerator:</b> Number of nontraditional CTE concentrators who completed the course sequence then took and passed the technical skills assessment in a nontraditional program and left secondary education in the reporting year.
	<b>Denominator:</b> Number of CTE concentrators who completed the course sequence then took the technical skills assessment in a nontraditional program and left secondary education in the reporting year.

## Performance Measures Business Calculations for 2015-2016

The following SAIS leave codes will be used in the calculation of all performance measures: G, W7, S7 W4, S4, W5, S5, W10, S10, W11, S11, W12, S12, C, W13, S13, A, W2, S2, W3, S3, NP. The only exception is for Performance Measure 6S1, where the SAIS leave code, E1, will also be used in the calculation. Only concentrator records marked as federal will count towards performance measures. Calculations for performance measures will be unduplicated.

### 1S1 – Academic Attainment in Reading/Language Arts

**Numerator:** Number of CTE concentrators who meet or exceed all the reading standards measured on the end-of-course AzMERIT ELA Grade 11 test and left secondary education in the reporting year.

- Students with two transcribed Carnegie Units who have a federal record and meet or exceed the AzMERIT ELA Grade 11 reading standards while enrolled in school.
- ADE will use SAIS ID to pull AzMERIT data from the AzMERIT/assessment database and match student demographic data from SAIS.

**Denominator:** Number of CTE concentrators who took the end-of-course AzMERIT ELA Grade 11 test and left secondary education in the reporting year.

- Students with two transcribed Carnegie Units who have a federal record and took the AzMERIT ELA Grade 11 test while enrolled in school.
- ADE will use SAIS ID to pull AzMERIT data from the AzMERIT/assessment database and match student demographic data from SAIS.

### 1S2 – Academic Attainment in Mathematics

**Numerator:** Number of CTE concentrators who meet or exceed all the mathematics standards measured on the end-of-course AzMERIT Algebra II test and left secondary education in the reporting year.

- Students with two transcribed Carnegie Units who have a federal record and meet or exceed AzMERIT Algebra II standards while enrolled in school.
- ADE will use SAIS ID to pull AzMERIT data from the AzMERIT/assessment database and match student demographic data from SAIS.

**Denominator:** Number of CTE concentrators who took the end-of-course AzMERIT Algebra II test and left secondary education in the reporting year.

- Students with two transcribed Carnegie Units who have a federal record and took the AzMERIT Algebra II test while enrolled in school.
- ADE will use SAIS ID to pull AzMERIT data from the AzMERIT/assessment database and match student demographic data from SAIS.

## 2S1 – Technical Skill Attainment

**Numerator:** Number of CTE concentrators who completed the state-designated sequence of instruction then took and passed the technical skills assessment and left secondary education in the reporting year.

- Concentrators who have a federal record, completed two or three transcribed Carnegie Units as required in the state-designated sequence of instruction and passed a final CTE Assessment while enrolled in school.
- ADE will use student testing data from the CTE Assessment System and will match student demographic data from SAIS.

**Denominator:** Number of CTE concentrators who completed the state-designated sequence of instruction and then took the technical skills assessment and left secondary education in the reporting year.

- Concentrators who have a federal record, completed two or three transcribed Carnegie Units as required in the state-designated sequence of instruction and took a final CTE Assessment while enrolled in school.
- ADE will use student testing data from the CTE Assessment System and will match student demographic data from SAIS.

## 3S1 – School Completion

**Numerator:** Number of CTE concentrators who earned a regular secondary school diploma or earned a General Education Development (GED) in the current cohort year in the reporting year.

- Students with two transcribed Carnegie Units who have a federal record and earned a high school diploma or a GED.
- Verbal notification from the student at the time of withdrawal is sufficient to determine GED status.
- ADE will use student demographic data from SAIS.

**Denominator:** Number of CTE concentrators who left secondary education in the current cohort year in the reporting year.

- Students with two transcribed Carnegie Units who have a federal record and left school.
- ADE will use student demographic data from SAIS.

## 4S1 – Student Graduation Rates

**Numerator:** Number of CTE concentrators who graduated in the reporting year and were included as graduated in the state's computation of its graduation rate in the current cohort year in the reporting year.

- Students with two transcribed Carnegie Units who have a federal record and are graduates.
- ADE will use student leave codes from SAIS.

**Denominator:** Number of CTE concentrators who left secondary education in the current cohort year in the reporting year.

- Students with two transcribed Carnegie Units who have a federal record and left school.
- ADE will use student leave codes from SAIS.

### 5S1 – Placement

**Numerator:** Number of CTE concentrators who graduated and were placed in postsecondary education or advanced training, in military service, or employment in the year in which the concentrator left secondary education.

- Students with two transcribed Carnegie Units who have a federal record, graduated in SY2014-2015, and were placed between October 1 and December 31, 2015.
- Districts will conduct Secondary Placement Surveys and report student information in the PM (Performance Measures) system by April 15 of the reporting year.
- ADE will use student data as reported by the district in the PM system and student demographic data from SAIS.

**Denominator:** Number of CTE concentrators who graduated in the year they left secondary education.

- Students with two transcribed Carnegie Units who have a federal record and are graduates.
- ADE will use student data as reported by the district in the PM system and student demographic data from SAIS.

### 6S1 – Nontraditional Participation

**Numerator:** Number of nontraditional CTE participants enrolled in a nontraditional program in the reporting year.

- Nontraditional participants who are enrolled in a nontraditional program based on the CTE Nontraditional Indicator Chart.
- Any unduplicated federal or state record that is eligible will be included in the calculation. If the federal record qualifies, it will be used. If the federal record does not qualify, an eligible state record will be used.
- ADE will use student data from the PM system and SAIS.

**Denominator:** Number of CTE participants enrolled in a nontraditional program in the reporting year.

- Participants who are enrolled in a nontraditional program based on the CTE Nontraditional Indicator Chart.
- Any unduplicated federal or state record that is eligible will be included in the calculation. If the federal record qualifies, it will be used. If the federal record does not qualify, an eligible state record will be used.
- ADE will use student data from the PM system and SAIS.

### 6S2 – Nontraditional Completion

**Numerator:** Number of nontraditional CTE concentrators who completed the course sequence then took and passed the technical skills assessment in a nontraditional program and left secondary education in the reporting year.

- Nontraditional concentrators who have a federal record, completed two or three Carnegie Units as required in the state-designated sequence of instruction and passed a final CTE Assessment in a nontraditional program, based on the CTE Nontraditional Indicator Chart, while enrolled in school.
- ADE will match student demographic data from SAIS.

**Denominator:** Number of CTE concentrators who completed the course sequence then took the technical skills assessment in a nontraditional program and left secondary education in the reporting year.

- Concentrators who have a federal record, completed two or three Carnegie Units as required in the state-designated sequence of instruction and took a final CTE Assessment in a nontraditional program, based on the CTE Nontraditional Indicator Chart, while enrolled in school.
- ADE will match student demographic data from SAIS.



Beginning in FY2016 ADE will use data from the statewide assessment, Arizona’s Measurement of Educational Readiness to Inform Teaching (AzMERIT). Students taking high school level English and mathematics will take end-of-course assessments that will test their proficiency in these subjects. ADE CTE negotiated AzMERIT ELA Grade 11 and AzMERIT Algebra II as the end-of-course assessments to be used for Performance Measures reporting purposes. AzMERIT scores obtained from AzMERIT records at ADE are used to measure academic achievement for Performance Measures 1S1 and 1S2. ADE will use SAIS IDs to pull AzMERIT data from the AzMERIT/assessment database and student demographic information from SAIS.

### **Performance Measure 2S1: Technical Skill Attainment**

To be included in the calculation of Technical Skill Attainment, a student must be a concentrator who completed the state-designated sequence of instruction. Each concentrator record must indicate the minimum number of credits required. Districts will be expected to require these concentrators to take the online assessment as part of their course requirement. In SY2015-2016, all eligible CTE concentrators will participate in the online assessment for identified programs. ADE will use SAIS IDs to pull CTE Assessment data from the CTE Assessment System and student demographic information from SAIS.

### **Performance Measure 3S1: Secondary School Completion**

The student rate of completion for a secondary school diploma or General Education Development (GED) is a performance measure calculated by the ADE using CTE high school graduates and GED data. Verbal notification from the student at the time of withdrawal is sufficient to determine GED status.

### **Performance Measure 4S1: Graduation**

Another core indicator of performance required by Section 113 of Perkins is student graduation rate. This performance measure is determined by the number of CTE concentrators who graduated and the total number of CTE concentrators reported.

### **Performance Measure 5S1: Placement**

A follow-up survey is conducted on all high school CTE graduates who were concentrators that left school in the prior year. CTE concentrators are surveyed for placement between October 1, 2015 and December 31, 2015 to determine their current placement status and must be entered in the online system by April 15. CTE concentrator records are updated with placement information in the CTE online system.

For the purposes of Placement Performance Measure 5S1, a federal concentrator is considered “placed” if that student is in postsecondary education or advanced training, employment or military service in the reporting year. The placement, for purposes of the federal measure, need not be related to the student's high school CTE program.

State placement funding is generated by CTE concentrators. Funding is distributed for an unduplicated federal or state CTE concentrator record of a graduate who is placed in:

- Related postsecondary education or advanced training
- Active military duty in a related program
- Employment in a program-related position

The form on page 12 is a sample form that reflects required data elements and is available at [www.azed.gov/career-technical-education/forms/](http://www.azed.gov/career-technical-education/forms/) under Secondary Graduate Placement Survey Form.

## **Performance Measures 6S1 and 6S2: Nontraditional Participation and Completion**

Nontraditional training and employment refers to occupational training or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in the workforce. CTE programs are designated as “nontraditional” based on the 2008 versions of the Nontraditional Occupations and 2000 Classification of Instructional Programs Crosswalk prepared by the National Alliance for Partnerships in Equity (NAPE) published in December 2008. Programs designated as Nontraditional will remain nontraditional throughout the duration of Perkins IV.

Nontraditional Participation (6S1) uses participant information reported in the online reporting system in those programs that are designated as nontraditional. Nontraditional Completion (6S2) uses concentrator information and only uses the data reported on students who have completed the minimum number of credits required for each program and took an assessment.

Nontraditional enrollment assistance and training is available. Numerous nontraditional resources are available from ADE. For more information contact Linda Suarez at (602) 364-2281 or email [Linda.Suarez@azed.gov](mailto:Linda.Suarez@azed.gov).

FY 2016 CTE Program List  
 Nontraditional Indicator  
 Number of Courses in Coherent Sequence



<b>2016 CTE PROGRAM LIST</b>			
<b>CIP #</b>	<b>CTE PROGRAM</b>	<b>Carnegie Units Required</b>	<b>NonTrad</b>
52.0300.00	Accounting and Related Services	2	Male
52.1800.30	Advertising and Public Relations	2	*
01.0100.90	Agribusiness Systems	3	Female
49.0100.00	Air Transportation	3	Female
47.0600.50	Aircraft Mechanics	3	Female
01.0100.40	Animal Systems	3	Female
10.0200.60	Animation	3	*
15.1300.20	Architectural Drafting	2	Female
50.0500.30	Arts Management	2	Female
48.0500.20	Automation/Robotics	3	Female
47.0600.30	Automotive Collision Repair	3	Female
47.0600.20	Automotive Technologies	3	Female
41.0100.00	Bioscience	2	*
52.0200.00	Business Management and Administrative Services	2	*
52.0400.00	Business Operations Support and Assistant Services	2	Male
46.0400.40	Cabinetmaking	2	Female
46.0400.30	Carpentry	2	Female
15.1200.20	Computer Maintenance	2	*
46.0400.20	Construction Technologies	2	Female
12.0400.00	Cosmetology and Related Personal Grooming Services	2	Male
12.0500.00	Culinary Arts	2	Female
51.0600.00	Dental Assisting	2	Male
47.0600.40	Diesel Engine Repair	3	Female
10.0200.50	Digital Photography	3	Female
10.0200.20	Digital Printing	3	Female
13.1210.00	Early Childhood Education	2	Male
13.1200.00	Education Professions	2	Male
15.0300.00	Electronic Technologies	3	Female
15.1300.30	Electronics Drafting	2	Female
51.0900.30	Emergency Medical Services	2	*
15.0000.00	Engineering Sciences	3	Female
52.1800.40	Entertainment Marketing	2	*
52.1800.50	Entrepreneurship	2	*
01.0100.00	Environmental Service Systems	3	Female
52.1900.20	Fashion Design and Merchandising	2	*
10.0200.90	Film & TV	3	Female
52.0800.00	Financial Services	2	*
43.0200.00	Fire Service	2	Female
01.0100.20	Food Products and Processing Systems	3	Female
10.0200.30	Graphic/Web Design	3	*
51.0707.00	Health Information Technology	TBD	Male
47.0200.00	Heating, Ventilation and Air Conditioning	2	Female
49.0200.00	Heavy Equipment Operations	2	Female
47.0300.00	Heavy/Industrial Equipment Maintenance Technologies	3	Female
52.0900.00	Hospitality Management	2	*
46.0300.30	Industrial Electrician	2	Female

<b>2016 CTE PROGRAM LIST</b>			
<b>CIP #</b>	<b>CTE PROGRAM</b>	<b>Carnegie Units Required</b>	<b>NonTrad</b>
52.1900.30	Interior Design and Merchandising	2	*
10.0200.40	Journalism	3	*
51.0800.30	Laboratory Assisting	2	Male
43.0100.00	Law, Public Safety and Security	2	Female
15.1300.40	Mechanical Drafting	2	Female
51.0800.60	Medical Assisting Services	2	Male
51.0800.40	Medical Imaging Support Services	2	Male
51.1500.00	Mental and Social Health Services	2	Male
10.0200.00	Music/Audio Production	3	Female
01.0100.50	Natural Renewable Resources Systems	3	Female
15.1200.30	Network Technologies	2	*
51.3900.00	Nursing Services	2	Male
51.0800.20	Pharmacy Support Services	2	Male
01.0100.30	Plant Systems	3	Female
01.0100.60	Power, Structural and Technical Systems	3	Female
48.0500.30	Precision Machining	3	Female
52.1800.20	Professional Sales and Marketing	2	*
46.0300.20	Residential Electrician	2	Female
51.0900.20	Respiratory Therapy Technician	2	*
15.1200.40	Software Development	2	*
51.0800.50	Sports Medicine and Rehabilitation Services	2	Male
51.0900.40	Surgical Technician	2	*
50.0500.20	Technical Theatre	2	Female
51.3500.00	Therapeutic Massage	2	Male
51.0808.00	Veterinary/Animal Health Technician/Veterinary Assistant	TBD	Male
15.1200.50	Web Page Development	2	*
48.0508.00	Welding Technologies	2	Female
Dark Gray – New CTE Program beginning SY 2016			
Medium Gray – Emerging Program			
Light Gray – Program name change			

# Secondary Graduate Placement Survey Form

(2015 Graduates)

Enter data in gray areas. Click in the first gray box to begin. Click, tab, or press arrow keys to move through form.

<b>A. DEMOGRAPHIC INFORMATION:</b>	
CTDS #: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	Program CIP: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
School: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	Program: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
State: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	SAIS ID: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
Student Name: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	<input type="checkbox"/> Male <input type="checkbox"/> Female
Address: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	
City: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	<input type="checkbox"/> Handicapped <input type="checkbox"/> LEP <input type="checkbox"/> Economic Disadv
State: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	<input type="checkbox"/> Single Parent <input type="checkbox"/> Migrant <input type="checkbox"/> NO
Zip Code: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	
How was student contacted for this survey?	
<input type="checkbox"/> In Person <input type="checkbox"/> Mail <input type="checkbox"/> E-Mail <input type="checkbox"/> Facebook <input type="checkbox"/> Phone	
Phone Number (optional): ( [ ] [ ] ) [ ] [ ] [ ] [ ] [ ] [ ]	
<input type="checkbox"/> Other (please specify): [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	

<b>B. FORM COMPLETED BY:</b>	
<input type="checkbox"/> Graduate <input type="checkbox"/> Family Member <input type="checkbox"/> Other (please specify: teacher, aide, etc.): [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	
Are you returning from a religious mission? <input type="checkbox"/> YES <input type="checkbox"/> NO	
If yes, what year did you graduate from high school? <input type="checkbox"/> 2013 <input type="checkbox"/> 2014 <input type="checkbox"/> 2015	

<b>C. PLACEMENT INFORMATION:</b> (please check all that apply)		
*Note: Student must be placed between October 1 - December 31 of the graduation year.		
Are you enrolled in POSTSECONDARY EDUCATION or ADVANCED TRAINING? <input type="checkbox"/> YES <input type="checkbox"/> NO		
School Name: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]		
Does either of these relate to the skills learned in the program listed above? <input type="checkbox"/> YES <input type="checkbox"/> NO		
Are you in the MILITARY? <input type="checkbox"/> YES <input type="checkbox"/> NO		
What branch of the military? [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]		
Does your job directly relate to the skills learned in the program listed above? <input type="checkbox"/> YES <input type="checkbox"/> NO		
Are you WORKING? <input type="checkbox"/> YES <input type="checkbox"/> NO		
Does your job directly relate to the skills learned in the program above? <input type="checkbox"/> YES <input type="checkbox"/> NO		
If you are working, please provide the following:		
Employer/Business Name: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]		
Address: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]		
City: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	State: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	Zip Code: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
Phone Number (optional): ( [ ] [ ] ) [ ] [ ] [ ] [ ] [ ] [ ]		FAX (optional): ( [ ] [ ] ) [ ] [ ] [ ] [ ] [ ] [ ]
Supervisor/Contact Person: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]		

<b>D. CREDENTIAL, CERTIFICATE, LICENSE INFORMATION:</b> (may enter more than one)	
Did you apply for a 3 <sup>rd</sup> party credential, certificate, and/or license? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Did you receive a 3 <sup>rd</sup> party credential, certificate, and/or license? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Credential, certificate, licenses titles: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	
Does the credential, certificate, or license relate to skills learned in the program listed above? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Provide credential, certificate, or license # (if applicable): [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	

This survey is available at <http://www.azed.gov/career-technical-education/forms/>.

## Section 2

### Submitting Performance Measures Data to ADE

Districts are required to submit participants, concentrators and placements at each school for each active program on an annual basis. This information is used to calculate the eight performance measures covered in Section 1. Failure to submit participant, concentrator and placement records will impact funding.

#### Submitting a CTE Participant Record

A participant is reported the first year they are enrolled in an approved CTE program and receive at least one transcribed Carnegie Unit during the year in the same program. Participants can be in grades 9, 10, 11, and 12. Participants are reported at the end of each school year. Participants should be reported in each active program listed in a school's Program Profile Table, and is available to view at [www.ade.az.gov/PerfMeasures/splash.asp](http://www.ade.az.gov/PerfMeasures/splash.asp).

#### Submitting a CTE Concentrator Record

A participant record may become a concentrator record if the student remains enrolled in the coherent sequence of courses in the same program during their high school career and the Carnegie Units/credits are reported on an existing participant record. A participant record is created the first year, and as additional credits earned in later years are added, the record also becomes concentrator status. High schools report CTE concentrator data to the Arizona Department of Education annually. Concentrator records are determined using the leave code at the end of the school year. The information reported includes relevant information for active programs listed in a school's Program Profile Table, available at: [www.ade.az.gov/PerfMeasures/splash.asp](http://www.ade.az.gov/PerfMeasures/splash.asp).

All of the following fields are mandatory when reporting a participant or concentrator:

- Fiscal Year
- School of Residence CTDS
- Program CIP Number
- SAIS ID
- Birth Date
- Student Last Name
- Student First Name
- Federal/State Indicator
- Number of Credits Earned in 2016
- Number of Credits Earned in 2015
- Number of Credits Earned in Prior Years
- Single Parent Status
- 504 Status
- Part/Conc Report Date (auto fill)

The following fields are populated in the participant/concentrator record from SAIS:

- Gender
- Ethnicity
- Race
- Special Populations Information
- Leave Code
- Enrolled Grade
- Student Enrollment Status
- SAIS Cohort Year
- Assessment Information (AzMERIT and CTE)

The demographic information above is dependent on student data being accurate in the SAIS system. The only way to make corrections to demographic data is to amend the record in SAIS. Typically, the district registrar is responsible for entering student information into SAIS. For assistance regarding SAIS issues, please contact [ADESupport@azed.gov](mailto:ADESupport@azed.gov) or (602) 542-7378.

When an established program has gone three consecutive years without a concentrator it will be considered unapproved for state funding purposes.

## **Designating a Record as Federal or State**

Student records must be designated as either federal or state. Unduplicated reporting is required on the federal participant, concentrator and placement reports. It is possible to enter duplicate CTE participant, concentrator or placement records as state records. Suggested guidelines for determining when to report a student who is enrolled in more than one program as a federal unduplicated record include:

- Reporting the student when they represent the minority gender in a nontraditional program
- Reporting the student based upon a declared career goal
- Reporting a student based upon the most credits achieved in a CTE program or
- Reporting a student based upon their latest CTE program credits achieved

## **Submitting Academic Credit**

It is the intent of this section to collect data on the amount of academic credit students earn within CTE programs. The credits earned are CTE credits, but the courses contain sufficient academic content and have been approved by the district/school board to fulfill an academic requirement. Please indicate the amount of academic credit students earned with the CTE program indicated when completing this section. Academic credit earned within CTE programs is highly encouraged and believed to be crucial to the future of CTE; therefore, it is important to develop a process to collect data on the academic credit awarded.

It is important that the credit earned appear as CTE credit on the student transcript; however, the CTE credit can satisfy an academic requirement, therefore, considered to be “academic credit.” An example of this is, within the Agricultural Education program Applied Biological Systems and/or Agriscience courses can meet the requirement of lab science, but the course is on the transcript as a CTE Agricultural Business Management - Applied Biological Systems or Agriscience course. Another example could be a Financial Services program that meets an Economics required credit.

There are six categories where academic credit can be earned in a CTE program:

- English and Language Arts
- Math
- Science
- Economics
- Fine Arts
- Other

## Submitting a Placement Survey

The Placement Survey is due by April 15 each year. Placement surveys are required for all active programs, three years old or older, listed in a school's Program Profile Table. CTE concentrators who graduated are potential placements in the online reporting system. Failure to submit placement data will impact funding.

Placement information includes:

- Fiscal Year the Concentrator Left School
- School of Attendance
- Completer Type
- Description of Completer if Other
- Program CIP Code
- Contact Type
- Description if Other
- Student First Name
- Student Last Name
- Gender
- Student Address
- City
- State
- Zip Code
- Phone Number
- Military?
- Using CTE Skills?
- School?
- Using CTE Skills?
- Working?
- Using CTE Skills?
- Employer Info
- Placement Report Date
- Religious Mission Information
- Religious Mission Year of Graduation
- SAIS ID

When an established program has gone four consecutive years without a placement it will be considered unapproved for state funding purposes.

## Submitting Third Party Certificates, Credentials, and/or Licenses

ADE CTE intends to collect third party certificate, credential, and/or licensing information on CTE students.

ADE requires the submission of third party certificates, credentials, and licenses in order to complete the success stories of Arizona's CTE students and promote the importance of CTE programs across the state.

## Submitting Data for Alternate Enrollment Scenarios

A student who attends an alternate enrollment scenario is one who attends CTE courses offered at another campus (offsite). A student may begin taking courses in a program at the school of residence and proceed to take additional courses in the same program offsite or take the entire coherent sequence of courses offsite. An offsite campus might be another high school within the same district, a Joint Technical Education District (JTED), a skill center or a college campus. A school may have students enrolled in various enrollment scenarios. To determine the scenario that applies, read each description below:

- **Scenario 1: Students enroll in a program or program option offered at a JTED Central site** – The district (school of residence) will be responsible for reporting course enrollment, participants, concentrators and placements as articulated to the JTED Central site. All active programs and approved JTED Central programs will be reflected on the school of residence Program Profile Table. The coherent sequence will show all courses being offered in each program at the school of residence as articulated to the JTED Central program CTDS. The district (school of residence) is also responsible for ensuring that end-of-program assessments are administered to the articulated JTED Central students.

- **Scenario 2: Students enroll in a program or program option offered at EVIT Main Campus –** EVIT will be responsible for reporting course enrollment, participants, concentrators and placements. All active programs will be reflected on the EVIT Program Profile Table. The coherent sequence will show all courses being offered in each program at EVIT Main Campus. EVIT is responsible for ensuring that end-of-program assessments are administered to EVIT students.  
\*Note: Although EVIT is a JTED, it is different in that it has a Perkins Grant and must provide data as it relates to the Perkins Act of 2006.
- **Scenario 3: Students enroll in a CTE program at the school of residence that articulates to a postsecondary public/private institution—all CTE courses in the program are taught at the postsecondary institution –** The district (school of residence) will be responsible for reporting course enrollment, participants, concentrators and placements as articulated to the postsecondary public/private institution. All active programs will be reflected in the Program Profile Table of the school of residence. The coherent sequence will show all courses as articulated to the postsecondary public/private institution. The district (school of residence) is also responsible for ensuring that end-of-program assessments are administered to the articulated students.
- **Scenario 4: A school of residence offers some courses in a program but sends articulated students to an offsite campus for upper level courses at another high school or postsecondary public/private institution –** For the course(s) taught at the school of residence, the school of residence will be responsible for reporting course enrollment and participants. For course(s) taught at the postsecondary public/private institution, the district (school of residence) will report the course enrollment as articulated to the postsecondary public/private institution. The district (school of residence) will also be responsible for reporting the school of residence of the participants, concentrators and placements as articulating to the postsecondary public/private institution. All active programs will be reflected in the Program Profile Table of the school of residence. The coherent sequence will show course(s) taught at the school of residence and will also show course(s) taught at the postsecondary public/private institution as articulated. The district (school of residence) is also responsible for ensuring that end-of-program assessments are administered to the articulated and school of residence students.

Several of these scenarios may apply to different groups of students. These scenarios will assist in setting up district records.

## Section 3

### Using Performance Measures Reports

A variety of reports summarizing local performance on the Career and Technical Education performance measures are compiled annually using participant, concentrator and placement data. These reports are a valuable resource to use with administrators, teachers and advisory committees. These reports might be a valuable tool for use during an Annual Program Evaluation and should be used to determine program status.

#### Program Profile Table



The Program Profile Table identifies active programs at each high school currently participating in CTE accountability reporting. Active programs are those expected to participate by reporting enrollment, concentrators and placements. Active programs have a birth date assigned and will always be included in any performance measures reports. The Program Profile Table is currently under construction.

There are three sections in the Program Profile Table for each school:

- The top section lists Non-Articulated Active Programs.
- The middle section lists Articulated Active Programs.
- The bottom section lists Articulated and Non-Articulated Inactive Programs. These programs have been assigned a withdrawal date.

If a program at a school is “Approved” in the Program Profile Table in the top and middle section, that school is responsible for reporting course and program enrollment, concentrators and placements. Any program in the inactive section will not report course or program enrollment, but concentrators may be reported in the following year and placements may be reported for two years after the inactive date. The inactive section of the Program Profile Table shows programs withdrawn by the school or by ADE CTE. A program that is inactivated at a school by ADE CTE will not be approved until all essential elements are met and approved by the Grant Program Specialist.

The following chart explains the current Program Profile Table. It is under revision:

Program Status	Description
Approved	All essential elements are in place and the program has been approved
Withdrawn by District	A program is withdrawn by the district
Withdrawn by ADE	A program is withdrawn by ADE CTE due to: <ul style="list-style-type: none"> <li>• Grant Program Specialist recommendation</li> <li>• Performance Measure deficiencies</li> </ul>

\*Note: Information in the columns for Most Recent Birth Year and Most Recent Inactive Year are reflective of the fiscal year in which they became active or inactive.



Non-Articulated Active Program Information					
Program Number	Program Name	Status	Articulated School	Most Recent Birth Year	Most Recent Inactive Year
01.0100.90	Agribusiness Systems	Approved		2011	
01.0100.90	Agribusiness Systems	Approved		2011	
10.0200.10	Comm Media Technology Intro Courses	Approved		2014	
10.0200.10	Comm Media Technology Intro Courses	Approved		2014	
10.0200.20	Digital Printing	Approved		2014	
10.0200.20	Digital Printing	Approved		2014	
10.0200.50	Digital Photography	Approved		2009	

Articulated Active Program Information					
Program Number	Program Name	Status	Articulated School	Most Recent Birth Year	Most Recent Inactive Year
13.1200.00	Education Professions	Reapproved	CAVIT CENTRAL CAMPUS	2003	
43.0100.00	Law, Public Safety and Security	Received New	PCJTED - CENTRAL CAMPUS	2003	
43.0200.00	Fire Service	Conditionally approved	PCJTED - CENTRAL CAMPUS	2011	

Articulated and Non-Articulated Inactive Programs					
Program Number	Program Name	Status	Articulated School	Most Recent Birth Year	Most Recent Inactive Year
15.0000.00	Engineering Sciences	Withdrawn by District	GIFT Central Campus	2010	
46.0300.10	Electrical and Power Transmission Tech Intro Courses	Withdrawn by District			2009
51.0600.00	Dental Assisting	Withdrawn by ADE		2009	2013

## Types of Performance Measures Reports

Performance measures are compiled annually from CTE participants, concentrators, and placement reports. A variety of reports summarizing local performance are available at: [www.ade.az.gov/PerfMeasures/splash.asp](http://www.ade.az.gov/PerfMeasures/splash.asp).

Report Type	Information Provided within Report	1) Where Report is Located 2) Multiple Data Category Options
<b><i>District Reports</i></b>		
<b>(A)</b> Performance Measures Program Result Graph	Bar graph representation of local versus state-level performance broken down by program	1) Reporting – Result Graph 2) Available by District or School, Single Program or All Programs
<b>(B)</b> Perf Results by School by Program	Text chart representation of local versus state-level performance broken down by program at the school level	1) Reporting – District Reports 2) Available by All Schools or Single School Available by All Programs or Single Program
<b>(C)</b> Perf Results by School	Text chart representation of local versus state-level performance at the school level	1) Reporting – District Reports 2) Available by All Schools or Single School
<b>(D)</b> Perf Results by District by Program	Text chart representation of local versus state-level performance broken down by program at the district level	1) Reporting – District Reports 2) Available by District Available by All Programs or Single Program
<b>(E)</b> Perf Results by District (DLP)	Text chart representation of local versus state-level performance at the district level	1) Reporting – District Reports 2) Available by District
<b>(F)</b> Performance Measures Summary	Summary of performance measure attainment broken down by school by program	1) Reporting – District Reports 2) Available by District or School, Single Program or All Programs
<b>(G)</b> Results for All Student Groups	Breakdown of performance measure attainment by all student groups and by student	1) Reporting – District Reports 2) Available by District or School, by Program
<b>(H)</b> District Data Snapshot 	CTE concentrator data and AIMS performance data overview on the district level	1) Reporting – District Reports 2) Available by District
It is possible to review program performance at several levels. An individual program at a single school or the same program at every school or a single program total compiled from all schools can be reviewed. Many reports look the same, but the totals change depending on what parameters are used.		

## Quick Instructions for Accessing Online Local Performance Reports

Access the ADE web page at: <http://www.azed.gov/career-technical-education/>

1. Click on “Carl D. Perkins Accountability Reporting”
2. Click on “Concentrator, Participant, Placement, Enrollment, Coherent Sequence, Program Profile and Reporting Online System”
3. Click on LOGIN  
Or access the CTE website login page directly at [www.ade.az.gov/PerfMeasures/splash.asp](http://www.ade.az.gov/PerfMeasures/splash.asp)

**To Login:** Use the district’s USERNAME and PASSWORD (available from the district CTE administrator)

To access the **Program Profile Table:**

1. Click on ADMINISTRATIVE in the upper left corner
2. Click on PROGRAM PROFILE
3. Select the SCHOOL or CTDS

To access other reports:

**(A)-Performance Measures Program Results Graph**

1. Click on REPORTING along the left side of the screen
2. Click on RESULT GRAPH
3. Select the FISCAL YEAR
4. Select either DISTRICT or SCHOOL breakdown
5. Select either SINGLE PROGRAM or ALL PROGRAMS breakdown

**(B), (D)-Perf Results by School by Program or by District by Program**

1. Click on REPORTING along the left side of the screen
2. Click on DISTRICT REPORTS
3. Select the FISCAL YEAR
4. Select PERFRESULTS by SCHOOL BY PROGRAM or by DISTRICT BY PROGRAM from the drop-down menu
5. Select ALL SCHOOLS or SELECT A SCHOOL
6. Select either PROGRAM or ALL PROGRAMS

**(C), (E)-Perf Results by School or by District**

1. Click on REPORTING along the left side of the screen
2. Click on DISTRICT REPORTS
3. Select the FISCAL YEAR
4. Select PERFRESULTS by SCHOOL or by DISTRICT from the drop-down menu
5. Select ALL SCHOOLS or SELECT A SCHOOL

**(F)-Performance Measures Summary**

1. Click on REPORTING along the left side of the screen
2. Click on DISTRICT REPORTS
3. Select the FISCAL YEAR
4. Select PERFORMANCE MEASURE SUMMARY from the drop-down menu
5. Select either DISTRICT or SCHOOL breakdown
6. Select either PROGRAM or ALL PROGRAMS

**(G)-Results for All Student Groups**

1. Click on REPORTING along the left side of the screen
2. Click on DISTRICT REPORTS
3. Select the FISCAL YEAR
4. Select RESULTS FOR ALL STUDENT GROUPS from the drop-down menu
5. Select either DISTRICT or SCHOOL breakdown
6. Select program for single report

### **(H)-District Data Snapshot**

1. Click on REPORTING along the left side of the screen
2. Click on DISTRICT REPORTS
3. Select the FISCAL YEAR
4. Select the DISTRICT DATA SNAPSHOT

To create another report, use the **Back** option in the left hand of the tool bar until the option (program, school, district or report) is selected that will be changed.

**To Receive the Report:** The system creates a portable document format file (PDF using Acrobat Reader) for each report. Each report is created to the selected specifications. The creation of the report may take a few minutes depending on the amount of information requested. A link will appear. Click on the link. When the report appears either print it, save it or close it as with any other file.

(A)-Performance Measures Program Results Graph

**Arizona 2014 Performance Measures Program Results**

District: SAMPLE SCHOOL DIST

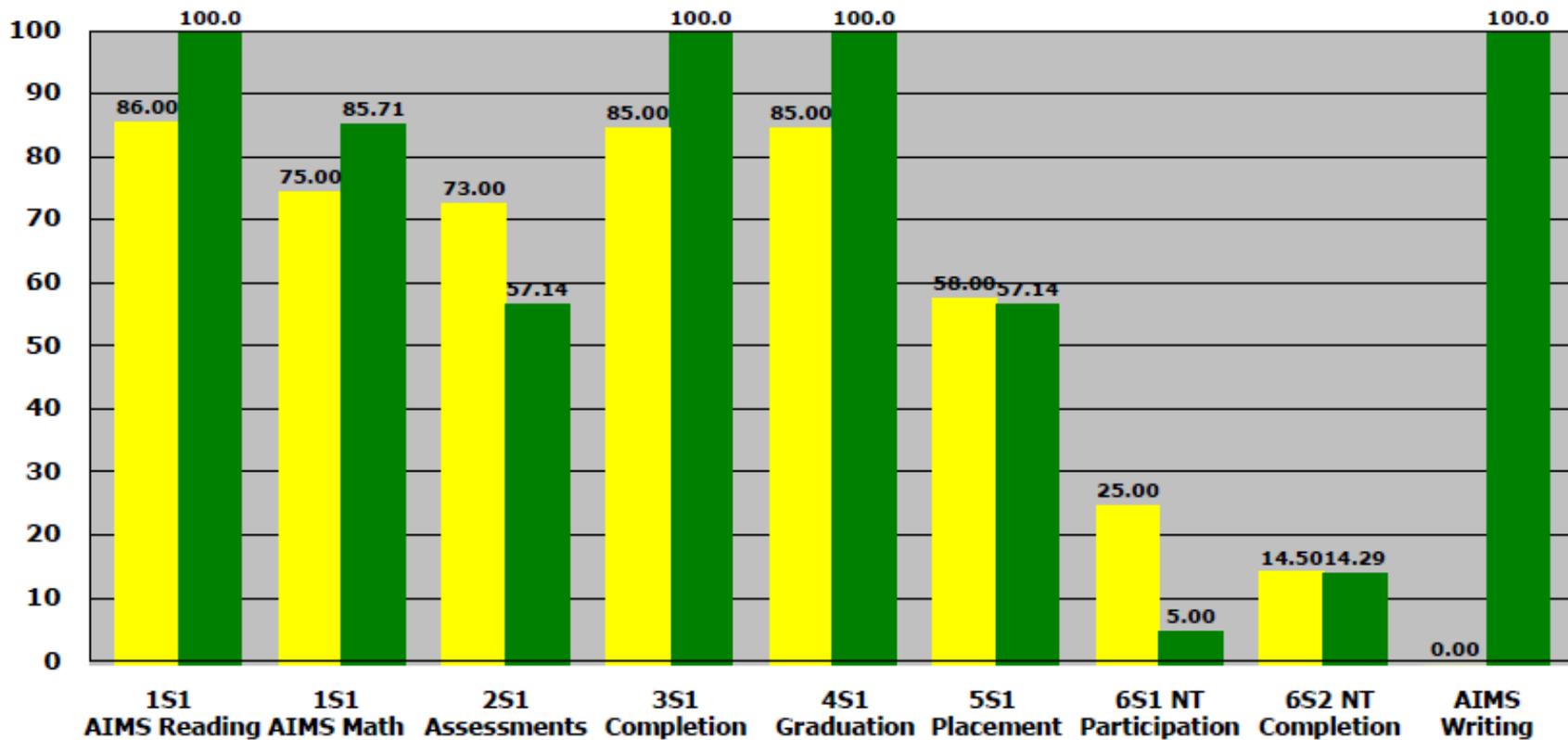
CTDS: 12-34-56-789

School: SAMPLE HIGH SCHOOL

Date: July 06 2015

Program Name: Education Professions

CIP: 13.1200.00 (NT-M) ▼


 2014 AZ State Levels

 2014 School District Results

(NT-M) or (NT-F) = Nontraditional for Males or Nontraditional for Females

(TP) = Identified as a Tech Prep Program on Enrollment Report

▼ = Single Program Data

**(B, C, D, E)-Performance Measures Program Results**

<b>2015 Arizona Performance Measures Results</b>		
<b>District Level of Performance (DLP)</b>		
CTD: 01-23-45 ;	District: SAMPLE SCHOOL DISTRICT	ST
School: All Schools within the District	Page: 1 of 1	
Date: 07/06/2015		
Program Name: All Active Programs		

**Measure 1S1 Academic Reading Attainment**

N. Number of concentrators who meet or exceed all the reading standards measured on the AIMS test	357 <sup>*</sup>	Local Performance:	98.35% <sup>1/6</sup>
D. Number of concentrators who took the AIMS test and left school	363 <sup>*</sup>	State Performance:	88 %
<b>Meet State Level of Performance?</b>			<b>Y</b>

**Measure 1S2 Academic Math Attainment**

N. Number of concentrators who meet or exceed all the math standards measured on the AIMS test	339 <sup>*</sup>	Local Performance:	92.62% <sup>1/6</sup>
D. Number of concentrators who take the AIMS test and left school	366 <sup>*</sup>	State Performance:	79 %
<b>Meet State Level of Performance?</b>			<b>Y</b>

**Measure 2S1 Technical Skill Attainment**

N. Number of concentrators who completed the course sequence, took and passed the assessment	234 <sup> </sup>	Local Performance:	92.86% <sup>1/6</sup>
D. Number of concentrators who completed the course sequence, took the assessment and left school	252 <sup> </sup>	State Performance:	78 %
<b>Meet State Level of Performance?</b>			<b>Y A</b>

**Measure 3S1 Secondary Completion**

N. Number of concentrators in cohort year 2015 who graduated or obtained a GED	360 <sup> </sup>	Local Performance:	98.09% <sup>1/6</sup>
D. Number of concentrators in cohort year 2015 who left school	367 <sup> </sup>	State Performance:	90 %
<b>Meet State Level of Performance?</b>			<b>Y</b>

**Measure 4S1 Graduation**

N. Number of concentrators in cohort year 2015 who graduated	359 <sup> </sup>	Local Performance:	97.82% <sup>1/6</sup>
D. Number of concentrators in cohort year 2015 who left school	367 <sup> </sup>	State Performance:	86 %
<b>Meet State Level of Performance?</b>			<b>Y</b>

**Measure 5S1 Placement**

N. Number of 2014 concentrators who graduated and were placed	332 <sup> </sup>	Local Performance:	92.48% <sup>1/6</sup>
D. Number of 2014 concentrators who graduated	359 <sup> </sup>	State Performance:	65 %
<b>Meet State Level of Performance?</b>			<b>Y IA</b>

**Measure 6S1 Nontraditional Participation**

N. Number of nontraditional gender participants in a nontraditional program	465 <sup> </sup>	Local Performance:	26.99% <sup>1/6</sup>
D. Number of participants in a nontraditional program	1723 <sup> </sup>	State Performance:	26 %
<b>Meet State Level of Performance?</b>			<b>Y IA</b>

**Measure 6S2 Nontraditional Completion**

N. Number of nontraditional gender concentrators who completed course sequence, took and passed the assessment in nontraditional program	13 <sup> </sup>	Local Performance:	8.84% <sup>1/6</sup>
D. Number of concentrators who completed the course sequence, took the assessment in a program identified as nontraditional & left school	147 <sup> </sup>	State Performance:	18 %
<b>Meet State Level of Performance?</b>			<b>N IA</b>

**Not Required For Federal Reporting--Academic Writing Attainment**

N. Number of concentrators who meet or exceed all the writing standards measured on the AIMS test	351 <sup>*</sup>	Local Performance:	96.96% <sup>1/6</sup>
D. Number of concentrators who took the AIMS test	362 <sup>*</sup>	State Performance:	0% <sup>1/6</sup>
<b>Meet State Level of Performance?</b>			<b>N/A</b>

N = Formula Numerator      D = Formula Denominator

## (F)-Performance Measures Summary

Arizona 2015 Performance Measures Summary for SAMPLE SCHOOL DISTRICT									
CTDS 12-34-56-789					District: SAMPLE SCHOOL DISTRICT				
Date: 06/26/2015					Page: 1 of 3				

Performance Measure	1S1 Academic Reading Attainment	1S2 Academic Math Attainment	2S1 Technical Skill Attainment	3S1 Secondary Completion	4S1 Graduation	5S1 Placement	6S1 Nontrad Participation	6S2 Nontrad Completion	Academic Writing Attainment
<b>State Adjusted Level of Performance (SALP)</b>	88%	79%	78%	90%	86%	65%	26%	16%	0%
<b>Program</b>	<b>Meet SALP?</b>	<b>Meet SALP?</b>	<b>Meet SALP?</b>	<b>Meet SALP?</b>	<b>Meet SALP?</b>	<b>Meet SALP?</b>	<b>Meet SALP?</b>	<b>Meet SALP?</b>	<b>Meet SALP?</b>
52.0300.20 (NT-M)	Y	Y	N	Y	Y	Y	Y	N	Y
Accounting and Related Services	+	+	<	+	+	+	+	<	+
	100%	100%	0%	100%	100%	80%	80%	0%	100%
51.0800.60 (NT-M)	Y	Y	N	Y	Y	Y	Y	Y	Y
Medical Assisting Services	+	+	<	+	+	+	+	+	+
	91.67%	91.67%	47.37%	100%	100%	90.91%	51.11%	21.05%	91.67%
52.0200.00	N/A	N/A	N/A	N/A	N/A	N	N/A	N/A	N/A
Business Mgmt & Admin Services	N/A	N/A	N/A	N/A	N/A	<	N/A	N/A	N/A
	0%	0%	0%	0%	0%	50%	0%	0%	0%
12.0400.00 (NT-M)	Y	N	EXEMPT	Y	Y	N/A	N	EXEMPT	Y
Cosmetology	+	<	EXEMPT	+	+	N/A	<	EXEMPT	+
	100%	0%	0%	100%	100%	0%	0%	0%	100%
12.0500.00 (NT-F)	Y	Y	N	Y	Y	Y	Y	Y	Y
Culinary Arts	+	+	<	+	+	+	+	+	+
	95.35%	93.02%	40.91%	100%	100%	92.31%	50.76%	18.18%	93.02%
51.0600.00 (NT-M)	N/A	N/A	EXEMPT	N/A	N/A	N/A	N/A	EXEMPT	N/A
Dental Assisting	N/A	N/A	EXEMPT	N/A	N/A	N/A	N/A	EXEMPT	N/A
	0%	0%	0%	0%	0%	0%	0%	0%	0%

N/A = Not Available, zero performance prevents calculating results

NA = Not Applicable, is not a designated nontraditional program

(NT-M) or (NT-F) = Nontraditional for Males or Nontraditional for Females

Note: Program has no nontraditional classification if this abbreviation does not appear

(TP) = Identified as a Tech Prep program on Enrollment Report

☒ = School Data

06/26/2015

**(G)-Performance Measures Results for All Student Groups**

<b>2015 School Program Performance Measures Results for All Student Groups</b>		
District: SAMPLE SCHOOL DISTRICT	CTDS: 12-34-56-789	Page 1 of 4
School: SAMPLE HIGH SCHOOL	Date: 06/26/2015	▼
Program: Business Mgmt & Admin Services	CIP: 52.0200.00	

**Measure 1S1 Academic Reading Attainment**

Population	Number of Students in the Denominator	Number of Students in the Numerator	State Adjusted Level of Performance	Actual Level of Performance	Meet State Level of Performance?
GRAND TOTAL	6	6	88	100	Y
Male	4	4		100	Y
Female	2	2		100	Y
American Indian	0	0		0	N
Asian	0	0		0	N
Black	0	0		0	N
Hispanic/Latino	1	1		100	Y
Pacific Islander	0	0		0	N
White	5	5		100	Y
Two or more races	0	0		0	N
Disabled	0	0		0	N
LEP	0	0		0	N
Econ Disadvantaged	1	1		100	Y
Single Parent	0	0		0	N
Nontraditional	0	0		0	N
504	0	0		0	N
TECH PREP	0	0		0	N

**Measure 1S2 Academic Math Attainment**

Population	Number of Students in the Denominator	Number of Students in the Numerator	State Adjusted Level of Performance	Actual Level of Performance	Meet State Level of Performance?
GRAND TOTAL	6	6	79	100	Y
Male	4	4		100	Y
Female	2	2		100	Y
American Indian	0	0		0	N
Asian	0	0		0	N
Black	0	0		0	N
Hispanic/Latino	1	1		100	Y
Pacific Islander	0	0		0	N
White	5	5		100	Y
Two or more races	0	0		0	N
Disabled	0	0		0	N
LEP	0	0		0	N
Econ Disadvantaged	1	1		100	Y
Single Parent	0	0		0	N
Nontraditional	0	0		0	N
504	0	0		0	N
TECH PREP	0	0		0	N

NA - Not Applicable, is not a designated nontraditional program  
 (NT-M) or (NT-F) = Nontraditional for Males or Nontraditional for Females  
 (TP) = Identified as a Tech Prep Program on Enrollment Report  
 ▼ = Single Program Data



CTD: 123456 District Name: SAMPLE SCH DIST  
**ARIZONA CAREER AND TECHNICAL EDUCATION**  
**2014 DISTRICT DATA SNAPSHOT**

Student Population	Total Number
2013-2014 High School 9-12 October Enrollment <sup>1</sup>	7,237
2013-2014 CTE Program Participants <sup>2</sup>	3,873
2014 CTE Concentrators <sup>3</sup>	231
Percentage of 2014 CTE Concentrators who completed the program sequence and passed the technical skills assessment in a program where a technical skill assessment was available	0%
224 CTE Concentrators graduated in 2014 and were members of the 2014 Cohort Year	99.56% Graduated
Number of 2013 CTE Concentrators who graduated, passed the assessment and were placed in education, work or military	88
Number of 2013 CTE Concentrators who graduated, passed the assessment and were placed in related education, related work or related military	61
224 CTE Concentrators in the 2014 Cohort Year left secondary education in 2014 and took AIMS Reading (Unduplicated)	98.66% meet or exceed the standard
224 CTE Concentrators in the 2014 Cohort Year left secondary education in 2014 and took AIMS Math (Unduplicated)	91.96% meet or exceed the standard
225 CTE Concentrators in the 2014 Cohort Year left secondary education in 2014 and took AIMS Writing (Unduplicated)	98.22% meet or exceed the standard

CTE students comprise 54% of 9-12 high school enrollment.

6 % of CTE Participants become Concentrators.

<sup>1</sup> Total unduplicated 9-12 grade October Enrollment as reported to SAIS.

<sup>2</sup> Total unduplicated 9-12 grade Participant: A secondary student who has earned one or more transcribed Carnegie Units/Credits in any CTE program area in the reporting year.

<sup>3</sup> Total Concentrator: A secondary student who has transcribed two (2) or more Carnegie Units/Credits in a state-designated sequence in an approved CTE program and left school.

## Section 4

### Interpreting Program Approval Status

**Approved Programs:** In order for a program to be approved it must have all of the essential elements. CTE programs are eligible for federal and state funding when all essential elements are in place. The essential elements are listed below:

- Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at <http://www.azed.gov/career-technical-education/handbooksguidelines/> under *The Handbook*, in the “CTE Program Codes and Titles” and “Program Description/Coherent Course Sequence/Certification” sections of the CTE Handbook.
- Teaches all the state-designated program standards.
- Specified on the current CTE Program List.
- Taught by an appropriately certified teacher per CTE certification requirements, available in the CTE Handbook, *The Handbook*, available at <http://www.azed.gov/career-technical-education/handbooksguidelines/> under *The Handbook*.
- Evaluates program performance annually and meets or exceeds established state performance measures.
- Offers student work-based participation that involves actual work experience and connects classroom learning to work activities.
- Requires student participation and Career Exploration for grades 7-9.
- Requires a Career and Technical Education Student Organization (CTSO) to be organized for the CTE secondary programmatic area.

**Unapproved Programs:** Unapproved programs are not eligible for federal or state funding. A CTE program(s) may be unapproved for a variety of reasons:

- The district fails to submit accurate Course Enrollment Verification Reports or submit Performance Measures Student Verification Reports or Placement Verification Reports.
- The district is still missing one of the essential elements after the one-year exemption has been granted.
- The district does not conduct an Annual Program Evaluation, implement an action plan or submit the results to ADE at the established deadline.
- The district does not meet at least 90% of SALP and fails to implement an Improvement Plan.
- The district does not meet the requirements specified in the LALP.
- The district fails to meet at least 90% of SALP for three consecutive years and does not meet the requirements specified in the Directed Improvement Plan.
- The program fails to produce concentrators for three consecutive years or a placement for four consecutive years.

## Section 5 Improving Program Performance

Perkins IV identifies specific requirements to assist in improving program performance.

### Conducting an Annual CTE Program Evaluation

Federal and state law requires an evaluation of CTE programs be conducted annually. Performance measure results are used during program evaluations. Districts should begin a self-assessment and annual evaluation process as soon as the performance measures results are available. Annual Program Evaluations are required by ADE to facilitate continuous improvement and to provide an avenue through which the agency can get a snapshot view of programs. Recommendations from an annual evaluation can be used to lead the CTE programs toward continuous improvement. They can also be incorporated into measurable objectives in the Perkins Grant. Outcomes of the Annual Program Evaluation may also be incorporated into an Improvement Plan. Strategies for processes leading to successful program evaluations are listed chronologically as follows:

#### What are the goals or purposes for an Annual CTE Evaluation?

1. The evaluation committee recommendations should lead to **continuous CTE program improvement**
2. The recommendations can be incorporated into concrete activities that are measurable and manageable
3. The recommendations can be incorporated into CTE federal Perkins Grant Application goals
4. The recommendations can be used as CTE Improvement Plan Goals – Action Steps

#### Timeline for evaluation activities:

- District CTE administrator oversees the recruitment of Annual Program Evaluation members. Perkins IV and the Arizona State Plan specifies that there must be at least one representative from each of these groups: parents, students, school administrators, academic teachers, CTE teachers in CTE program areas being evaluated, counselors, industry partners, local labor organizations, special populations, and other interested individuals.
- Each program area committee should meet at least twice during the school year to assist with program development and improvement. Members may also serve, as needed, in an advisory capacity to CTE program teachers.
- Submit the Annual CTE Program Evaluation documentation to ADE CTE through ADEConnect in FY2016 federal Perkins Grant by November 30. Use the program evaluation recommendations in the Perkins application goals where appropriate. Additionally these recommendations may be incorporated in an Improvement Plan, if an Improvement Plan is required.

#### Suggested evaluation tools might include:

- Program Assessment Review (PAR) rubric [www.azed.gov/career-technical-education/forms/](http://www.azed.gov/career-technical-education/forms/)
- Exemplary Program rubric [www.azed.gov/career-technical-education/forms/](http://www.azed.gov/career-technical-education/forms/)
- Other instruments such as district survey or rubric with prior approval from CTE

#### Required documentation includes:

1. **Executive Summary Overview.** Summarize in a couple of paragraphs the highlights or challenges of the district CTE programs using the results of the evaluation rubric. Also include the process used for the annual evaluation.

2. **Action Plan.** The sample template chart or a similar tool can be used for the CTE Annual Program Evaluation Action Plan for each CTE program area. Document the annual evaluation recommendations, including who will be responsible, and a timeline for each recommendation or program (see suggested template example). The CTE Program Evaluation Action Plan will be compiled using the results of the 2014-2015 Annual Program Evaluation.
3. **Annual Evaluation Committee Documentation.** Include the member list, contact information, addresses, email/phone numbers, businesses, departments, or agencies represented.
4. **Evaluation Committee Meeting Agenda(s).**

We do not need copies of: scoring documents, surveys, invitations, improvement plans, data snapshots, lesson plans, curriculum samples, etc.

All sample template forms and documentation for conducting an Annual CTE Program Evaluation are included on the following pages or can be found at [www.azed.gov/career-technical-education/forms/](http://www.azed.gov/career-technical-education/forms/) under Annual Program Evaluation Tools.

Upload these four documents by November 30 each school year in your current year (FY2016) Perkins Grant in the online GME system.

Follow the instructions below to upload into the online GME system:

1. Log-in to ADEConnect
2. Select FY2016 CTE Federal Perkins Grant
3. Start a revision
4. Go to 'Sections'
5. Scroll down and select the 'Related Documents' link
6. Go to 'CTE Perkins Annual Program Evaluation-Action Plan Template' and click the 'Upload New' button
7. Upload your district's advisory document(s)
  - i. Executive Summary Overview
  - ii. Action Plan
  - iii. Committee Member Documentation
  - iv. Meeting Agenda(s)

**(Your School Name) SCHOOL DISTRICT  
CTE ANNUAL PROGRAM EVALUATION ACTION PLAN  
2014-2015**

1. **EXECUTIVE SUMMARY OVERVIEW:** Use this area to summarize in a couple of paragraphs the highlights or challenges of your **district** CTE program. Summarize the results of your evaluation process and the evaluation tool used (i.e. Program Assessment Review (PAR) document, Exemplary Program rubric).
2. **ACTION PLAN:** The sample table below or similar tool can be used for your CTE Annual Program Evaluation Action Plan representing **each** of your CTE program areas noting the recommendations from the Evaluation Committee, who will be responsible, and a timeline for each recommendation or program.

CTE PROGRAMS	RECOMMENDATION(s)	RESPONSIBLE PARTY	TIMELINE Status/ Completion Date
<b>Program 1</b>			
<b>Program 2</b>			
<b>Program 3</b>			
<b>Program 4</b>			
<b>Program 5</b>			
<b>Program 6</b>			
<b>Program 7</b>			

3. Attach **ANNUAL EVALUATION COMMITTEE documentation** (member list; their contact information, addresses, email and phone numbers; businesses, departments, or agencies represented). (See suggested template as a guide.)
4. Attach **EVALUATION COMMITTEE meeting agendas**.

**(Your School Name)**  
**CTE Annual Program Evaluation**  
**2014-2015**  
**Annual Program Evaluation Member Documentation**

Use this sample template or a similar tool as a guide to document your member information, meeting dates and attendance. As a reminder, Perkins IV specifies that there must be at least one representative from each of these groups: industry partners; academic teachers (Math, English and Science); CTE teachers; school administrators; special education; counselors; postsecondary representatives; parents; students; other optional members representing labor, government, workforce development and youth services.

	<b>Name</b> (member, guest or attendee)	<b>Represents</b> (department, business, agency)	<b>Contact Information</b> (address, phone/email)	<b>Meeting date</b>	<b>Attend</b> (Y/N)	<b>Meeting date</b>	<b>Attend</b> (Y/N)	<b>Meeting date</b>	<b>Attend</b> (Y/N)
1	<b>EXAMPLE</b>  Mr. Ben Norris	<b>EXAMPLE</b>  HR Analyst (representing industry partners for Engineering & special populations)	<b>EXAMPLE</b>  Town of Nowhere 133 N Main St Nowhere, AZ 85221 (928) 603-5353 Ben.norris@gmail.com	<b>SAMPLE</b>  9/15/15	  Y	<b>SAMPLE</b>  5/15/15	  N		
2									
3									

## **Creating and Implementing an Improvement Plan for Performance Measures Not Met**

If a district fails to meet at least 90% of one or more performance measures or show improvement to a previously negotiated local level of performance, the district is required to create and implement an Improvement Plan. Per Section 123(a)(1) of Perkins IV, failure to create and implement an Improvement Plan for performance measures not met could result in loss of funds. To determine whether an Improvement Plan for performance measures not met is necessary, compare the 2014-2015 District Level of Performance by measure to the 2014-2015 State Adjusted Level of Performance (SALP) for each of the eight measures.

According to Section 123(b)(1-5) of Perkins IV, districts that fail to meet 90% of the SALP on any measure must submit an Improvement Plan. The form is available at [www.azed.gov/career-technical-education/forms/](http://www.azed.gov/career-technical-education/forms/). ADE will provide technical assistance for those districts with a YEAR ONE Improvement Plan on any performance measure to monitor progress. In YEAR TWO of an Improvement Plan, districts will receive increased technical assistance and monitoring for implementing the Improvement Plan.

The Improvement Plan must include:

- The core indicator(s) of performance for which the district failed to meet the 90% threshold.
- If there are categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students, these categories must be addressed to include any geographic, socioeconomic or ethnic anomalies.
- The action steps which will be implemented, beginning in the current program year, to improve the performance levels for those core indicators not met or any categories of students for which disparities or gaps in performance were identified.
- The staff member(s) responsible for each action step.
- The timeline for completing each action step.

The Improvement Plan must be submitted annually to the state by November 30 of the plan year. The Improvement Plan must be implemented during SY2015-2016. Upload your completed Improvement Plan template into your current year (FY2016) Perkins Grant.

Follow the instructions below to upload Improvement Plans into the online GME system:

1. Log-in to ADEConnect
2. Select FY2016 CTE Federal Perkins Grant
3. Start a revision
4. Go to 'Sections'
5. Scroll down and select the 'Related Documents' link
6. Go to 'CTE Perkins Improvement Plan' and click the 'Upload New' button
7. Upload your district's Improvement Plan(s)

# Improvement Plan Template

## \_\_\_\_\_ District Performance Measures Improvement Plan for 2015-2016

The core indicator(s) of performance for which the district failed to meet the 90 percent threshold:

Performance Measure	Select # of Consecutive Years Failed to Meet this Measure			2014-15 District Level of Performance	2014-15 Arizona State Level of Performance (SALP)	90% of the 2014-15 SALP
	1	2	3			

**Complete the Chart to Address the Following:**

- 1) The action steps which will be implemented to improve the performance levels for the performance measure not met. Action steps should address:
  - a) Reasons and contributing factors for not meeting the measure.
  - b) Categories of students for which there were quantifiable disparities or gaps in performance to include any geographic, socio-economic or ethnic anomalies. Online reports available at: <https://www.ade.az.gov/PerfMeasures/splash.asp>
    - i) Perf Results by District (DLP)
    - ii) Perf Results by School
    - iii) Perf Results by School by Program
    - iv) Results for All Student Groups
- 2) The staff member(s) responsible for each action step and the timeline for completing each action step.
- 3) Utilizing the action steps below, update federal Perkins grant objective(s).

<u>Action Steps</u>	<u>Responsible Person(s)</u>	<u>Timeline for Completion</u>	<u>Mid-Year Status</u>

Submitted By: \_\_\_\_\_ Date: \_\_\_\_\_

Upload completed template into district FY2016 Federal Perkins Grant by November 30, 2015.

\*Mid-Year Status update due by March 31, 2016.

## Creating and Implementing a Directed Improvement Plan for Performance Measures Not Met for Three Consecutive Years

If a district fails to meet at least 90% of one or more performance measures for THREE CONSECUTIVE YEARS, the district is required to create and implement a Directed Improvement Plan. According to Section 123(b)(4)(iii) of the Perkins Act:

*“the eligible agency may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient's allotment under this title if the eligible recipient fails to meet at least 90 percent of an agreed upon local adjusted level of performance for the same core indicator of performance for 3 consecutive years.”*

Guidelines have been established by the CTE Advisory Committee to the State Board of Education for those districts that are in YEAR THREE for any performance measure based on Section 123(b)(2) of Perkins IV.

Districts who fail to meet the SALP for any performance measure for THREE CONSECUTIVE YEARS, will not be penalized by sanction to diminish funding for the CTE programs. A fiscal sanction of 10% will at most redirect activities and resources to accomplish the ultimate goal of these measures. Districts not meeting State Adjusted Levels of Performance (SALP) for any measure for THREE OR MORE CONSECUTIVE YEARS will be required to create and implement a Directed Improvement Plan.

### **Upon notification of YEAR THREE noncompliance, a district must complete the following:**

- Negotiate a level of performance for the current year with ADE CTE. For each subsequent year, the district will annually negotiate these performance measures with ADE CTE until such time as the district will meet/exceed the SALP as negotiated in that future year.
- Keep a monthly log of activities that should positively assist in increasing the actual performance measure.
- If the performance measure not met is nontraditional participation or completion, 6S1 or 6S2, the district must:
  - Avail themselves of resources to train staff, administration and student expectations related to nontraditional sex participation in the identified and selected programs.
  - Implement other best practices as they are identified to reduce the perceived sex biased behaviors.
- Report quarterly to ADE CTE on progress.

### **A Directed Improvement Plan must include the following:**

- The core indicator(s) of performance for which the district failed to meet the 90% threshold for three consecutive years.
- The district's negotiated level of performance for the current year.
- If there are categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students, these categories must be addressed to include any geographic, socioeconomic or ethnic anomalies.
- The action steps which will be, and those that have been, implemented to improve the performance levels for those core indicators not met or any categories of students for which disparities or gaps in performance were identified.
- Perkins and/or other funds allocated to increase performance level.
- The staff member(s) responsible for each action step.
- The timeline for completing each action step.

## Applying for a Local Adjusted Level of Performance (LALP)

If a district fails to meet at least 90% of one or more performance measures or show improvement to a previously negotiated local level of performance, districts may request a LALP for each performance measure not met. Per Section 113(a)(4) of Perkins IV, a district level of performance that does not meet at least 90% of the SALP may request a Local Adjusted Level of Performance (LALP) for the upcoming year.

Each district will compare their prior year (2014-15) actual District Level of Performance to the SALP and either accept the SALP for the next year, or request a LALP. Requesting a LALP requires the recipient to continually make progress toward improving performance. If a district does not meet the threshold within 90% or exceed the SALP for one or more performance measure(s), the district may elect to apply for a LALP for each measure not met. The forms used to apply for the LALP can be found at [www.azed.gov/career-technical-education/forms/](http://www.azed.gov/career-technical-education/forms/). The request will be reviewed by the State CTE Deputy Associate Superintendent. The procedure is as follows:

- LEA requests LALP using the form “Request to Negotiate Local Level of Performance” for the appropriate performance measure (1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2).
- State CTE Deputy Associate Superintendent approves or disapproves request for negotiated LALP and sends letter with the Request to Negotiate Local Level of Performance decision.
- If approved, the Perkins application will be amended to include an objective for a specific goal that addresses the negotiated LALP(s).
- LEA submits the status of the negotiated LALP(s) to the CTE Perkins IV Specialist in the midyear and final narrative.
- LEA and CTE monitor Perkins goals and document progress.

In the event the “Request to Negotiate Local Level of Performance” is denied, the district will have the opportunity to appeal the decision to the Associate Superintendent for High Academic Standards for Students.

The LALP is due to ADE by September 15 each year. It should be sent to [Nicole.Clapeck@azed.gov](mailto:Nicole.Clapeck@azed.gov), or mail to:

Arizona Department of Education  
Career and Technical Education, Bin 42  
Attn: Nicole Clapeck  
1535 W Jefferson St.  
Phoenix, AZ 85007

**Request to Negotiate Local Adjusted Level of Performance  
1S1 Academic-Reading  
2015-2016**

Secondary District Information	
C-T-D	
District Name	

Contact Information	
CTE Administrator	
CTE Phone Number	
CTE Email Address	

Request Information/Background	
Requesting Local Adjusted Level of Performance (LALP) for which Performance Measure:	<input checked="" type="checkbox"/> 1S1 ACADEMIC RDG (SALP 90.00%)
What was your 2014-15 District Level of Performance for this measure?	<input type="checkbox"/> 1S1 ____%
What Local Level are you requesting?	____%

Justification for Request of LALP	
Explain why this request should be granted:	
Give a description of circumstances leading to low performance:	

Signatures	
CTE Administrator Signature	Date
Superintendent/Authorized Secondary Designee Signature	Date

## Section 6

# Monitoring CTE Program Quality

Per Perkins IV, Section 113 the purpose of state and local accountability is to:

- establish and support state and local performance accountability systems
- assess the effectiveness of the state and eligible recipients of the state in achieving statewide progress in CTE
- optimize the return of investment of federal funds in CTE activities

One of the essential components of performance measures is accurate and reliable data for CTE programs. Perkins IV has numerous references to accurate and reliable data. The responsibility for accurate and reliable program data belongs to both the district and the state. This section will focus on local and state responsibilities to monitor data quality and CTE programs.

### Improving Data Quality

It is necessary for districts to examine the quality of their data on a regular basis. The National Forum on Education Statistics defines quality data as a process:

“A Culture of Quality Data is the belief that good data are an integral part of teaching, learning, and managing the school enterprise. Everyone who has a role in student outcomes—teachers, administrators, counselors, office support staff, school board members, and others—shares this belief. Because good data are as much a resource as staff, books and computers, a wise education system is willing to invest time and money in achieving useful information and respects the effort taken to produce it.”  
<http://NCES.ed.gov/pubs2005/2005801.pdf>

Districts are responsible for reporting statistically reliable information. All data should be able to be reproduced by an independent audit conducted using the definitions and data collection and processing steps directed by the state. Districts should be consistent in the following activities:

- Applying uniform definitions consistently throughout all data collection processes
- Utilizing the common and state-identified correct measurement period for each performance measure
- Implementing accurate and successful coverage strategies for all subpopulations
- Using statistical reliable processes for all reported data

### Improving Program Quality

The intent of Perkins legislation is to improve the quality of Career and Technical Education. To ensure continuous improvement, ADE CTE will conduct monitoring activities at the District Grant Management level as well as the individual program level.

For continued eligibility for funding, districts must continue to meet their obligations as required by Perkins legislation. Funding obligations include a comprehensive site monitoring process that includes many factors. To ensure compliance with Perkins legislation, each district is responsible for responding to the Desk Monitoring-Program Assurances and Desk Monitoring-Fiscal Assurances which are incorporated into the FY16 Federal Perkins Grant application. The responses for the program assurances report on performance are related to various Perkins requirements: Annual Program Evaluation (APE), equal access for students with disabilities, equal access by sex and level of student success. The responses for the fiscal assurances report on Perkins fiscal requirements include: annual district audit, financial benefit, capital equipment inventory, supplement not supplant and time and effort. The responses to the assurances must be submitted via the grants management system prior to October 1 for final approval.

CTE Grant Program Specialists monitor the district's application and approval process and follow up, review of narrative and performance measures reports, financial and programmatic information, audit findings, site visits and other activities. Risk factors such as being a new district participating in the CTE grant system, history of non-compliance, non-attendance at grant training workshops, high CTE staff turnover and other critical positions, i.e. CTE Director or Principal, and cash management issues. Additional factors could include submission of fiscal completion reports that do not align with approved project objectives and/or award size.

In addition, CTE programs will be monitored within a five year rotation to ensure the implementation of all elements of an approved CTE program. This monitoring will occur on site on a programmatic level. The program will be reviewed for implementation of each of the following components:

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

## Glossary of Perkins IV (2006) Operational Definitions

**ACADEMIC CREDIT** – Credit earned within a CTE program that contains sufficient academic content, and has been approved by the district/school board, to fulfill an academic requirement. The credit earned must appear as CTE credit on the student transcript.

**ACTION PLAN (AP)** – The local plan that results from the annual evaluation of a Career and Technical Education program. The plan identifies activities, services, responsible party(ies) and timeline to develop, support and improve the quality of the Career and Technical Education program in achieving the State Adjusted Levels of Performance. The plan may be incorporated into the federal Perkins Grant application using locally derived objectives or state-directed objectives.

**ACTIVE DATE** – The date that a course first went “active” in course enrollment and the LEA began reporting enrollment counts for that course.

**ANNUAL PROGRAM EVALUATION** – The systemic review of the worth or merit of a program as required in Perkins law and the Arizona revised statute.

- Rubric for Exemplary Programs available at: <http://www.azed.gov/career-technical-education/forms/> under Annual Program Evaluation Tools, *Exemplary Program Evaluation Rubric*
- *Program Assessment Review*, <http://www.azed.gov/career-technical-education/files/2011/06/par1.pdf>
- *Annual Program Evaluation Action Plan Template* and *Member Documentation Template*, available at: <http://www.azed.gov/career-technical-education/forms/> under Annual Program Evaluation Tools

**APPROVED CAREER AND TECHNICAL EDUCATION PROGRAM** – Program approval is based upon the combined performance measures results for all district programs with the same program CIP code. In order for a program to be approved it must have all the essential elements. Eligible recipients are required to sign a Statement of Assurances as part of the Perkins Grant Application process assuring that all essential elements are in place. CTE programs are eligible for federal and state funding when all essential elements are in place. The essential elements are listed below:

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

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

**ARIZONA INSTRUMENT TO MEASURE STANDARDS (AIMS)** – Arizona’s former secondary graduation exam. The calculations of concentrators are based on passing reading, writing and math. 2015 will be the final year AIMS results will be included in the calculations for Performance Measures.

**ARIZONA’S MEASUREMENT OF EDUCATIONAL READINESS TO INFORM TEACHING (AZMERIT)** – Arizona’s new statewide achievement test for English Language Arts and mathematics. Students taking high school level English and mathematics will take end-of-course assessments that will test their proficiency in these subjects. Beginning in 2016, AzMERIT scores from the English Language Arts (ELA) Grade 11 and Algebra II end-of-course assessments will be included in the calculation of concentrators in performance measures reports for academic attainment in reading and mathematics.

**ARTICULATION AGREEMENT** – A written commitment between a secondary institution and a postsecondary educational institution to a program that is designed to provide students with a sequence of achievement and linked through credit transfer agreements between the secondary and postsecondary institution holding the agreement.

**ARTICULATED (ENROLLED) STUDENT** – A student who is enrolled in a CTE course offered at another campus (offsite) in an approved program that has a formal articulation agreement in place. A student may begin taking courses in a program at the school of residence and proceed to take additional courses in the same program offsite or take the entire coherent sequence of courses offsite. An offsite campus might be another high school within the same district, a Joint Technical Education District (JTED), a skill center or a college campus.

**CAREER AND TECHNICAL EDUCATION (CTE)** – Section 3(5) of Perkins IV defines CTE as “organized educational activities” which:

(A) offer a sequence of courses that—

(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;

(ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and

(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and

(B) include standards-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

**CAREER AND TECHNICAL EDUCATION LOCAL PLAN** – Arizona’s name for the federal Perkins Grant to receive formula funds from the Carl D. Perkins Career and Technical Education Act of 2006. The local allocation is based on census data formula. Eligible recipients are annually notified of their allocation and invited to apply by submitting an application. Further information on the application and process is available at: <http://www.azed.gov/career-technical-education/federal-perkins-and-state-priority-grant/>.

**CAREER AND TECHNICAL EDUCATION PROGRAM** – A coherent sequence of instruction designed to deliver all state-designated program standards for any program on the CTE Program List. A program is directly related to preparing individuals for employment in an occupation or a pathway to postsecondary education. Approved and conditionally approved programs qualify to apply for state and federal funding.

**CARNEGIE UNIT** – One unit of transcribed credit awarded in grades 7-12 for a minimum of 120 classroom hours of instruction, representing one year’s study in any subject.

**CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP)** – The U.S. Department of Education's standard educational program classification system. It includes a uniform numbering system and description of educational programs.

**COHERENT SEQUENCE OF COURSES** – A series of courses in which vocational and academic education are integrated, and which directly relates to, and leads to, both academic and occupational competencies.

**COHORT YEAR** – The school year in which the student entered the baseline group used for computing completion rates (e.g., high school, program).

**CONCENTRATOR** – A concentrator is a secondary student who has transcribed two (2) or more Carnegie Units/credits in a state-designated sequence in an approved Career and Technical Education Career Preparation program. The Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook. A concentrator is not counted in performance measures until they leave school (graduate, drop out, etc). Transfers are not counted.

**CONCENTRATOR RECORD** – A program CTE concentrator record that provides all of the required information and is supported by acceptable local documentation. A valid record is submitted for those students who have completed 2 or more Carnegie Units in a Career Preparation sequence. A Career Preparation sequence of courses may not include courses designated for a JTED course code with a .99 or .00 course number. These courses may not be included when determining which courses will be used for reporting concentrators. Only those concentrator records with a valid leave code and are designated as federal will be used in calculating the number of concentrators and in performance measures.

**CONTINUOUS IMPROVEMENT** – The process of systematically planning and measuring program progress and results toward achieving desired improvements.

**COOPERATIVE EDUCATION (COOP)/DIVERSIFIED COOPERATIVE EDUCATION (DCE)** – Cooperative education is a method of work-based experience that connects classroom learning to work activities. Requirements are:

- Classroom learning based on CTE program standards
- Supervised work-based learning based on state-designated Career Preparation program technical standards
- Course equivalent to one Carnegie Unit that addresses state-designated Career Preparation program standards must be included
- Designed for students at least 16 years of age
- Training agreement on file before the student is reported in enrollment. The training agreement is the document that identifies responsibilities of the school, student and the employer
- Training plan on file before the student is reported in enrollment. The training plan is also prepared at the beginning of the work-based experience course and identifies the Career Preparation program standards that will be attained at the work site. It focuses on objectives, standards and tasks that students will attain prior to their evaluation

Teachers are required to have an appropriate program CTE certificate with a Cooperative Education Endorsement.

After students have completed a Carnegie Unit in a Career Preparation course, districts may report those students in cooperative education course enrollment. Districts may not spend CTE funds on cooperative education courses unless they are part of a CTE approved program sequence of courses offered annually. Cooperative education courses that are not part of an approved program of instruction are not funded and will receive an “Unapproved” status on the annual fiscal reports.

DCE has similar requirements as cooperative education; however, students enrolled in DCE represent multiple Career Preparation program areas. DCE teachers are required to have a CTE certificate with a Cooperative Education Endorsement.

After students have completed a Carnegie Unit in a Career Preparation course, districts may report those students in DCE course enrollment. Districts may not spend CTE funds on DCE courses unless they are part of a CTE approved program sequence of courses offered annually. DCE courses that are not part of an approved program of instruction are not funded and will receive an “Unapproved” status on the annual fiscal reports.

Internship, COOP and DCE courses are reported as part of a coherent sequence of Career Preparation program courses. A CTE program must report a Career Preparation course if reporting an Internship, COOP or DCE course. An Internship, COOP or DCE course cannot “stand alone” and will not generate funding without the supporting Career Preparation course.

**COUNTY TYPE DISTRICT SCHOOL (CTDS)** – County/Type/District/School code. The school number must be accurate to ensure data is correctly credited to the school. Contact the CTE Grants & Accountability or CTE Fiscal Units, (602) 542-7881 or (602) 542-5485, for school CTDS information.

**COURSE CODE** – The 8 digit CIP number associated with CTE courses. The numbers may be found in the CTE Program Codes and Titles list. In some cases, the 8<sup>th</sup> digit may be used by the district to designate course sequencing, using 0-9 as the 8<sup>th</sup> digit.  
<http://www.azed.gov/career-technical-education/handbooksguidelines/>.

**COURSE TITLE** – The title for courses (8 digit number). The titles may be found in the CTE Program Codes and Titles list.

**DIRECTED IMPROVEMENT PLAN** – An Improvement Plan directed by ADE CTE to address performance measures not met at 90% of the negotiated level of performance for three or more consecutive years. In January 2012, the CTE Advisory Committee directed state staff to oversee the implementation of a more comprehensive Improvement Plan for these districts. Reports are due quarterly.

**DISTRICT’S PLANNED SEQUENCE OF COURSES** – The comprehensive coherent sequence of instruction designed to deliver the Career Preparation state-designated program standards for a CTE program. Local sequences are outlined in the district’s application for Carl D. Perkins Grant funds. The Carnegie Units/credits earned in these courses determine the students who achieve CTE concentrator status.

**DUPLICATED COUNT** – One student may be enrolled and counted for data collection purposes in more than one course. Duplicated student count is used when completing Course Enrollment 40<sup>th</sup> and 100<sup>th</sup> Day Reports. A student who concentrates in more than one program may be reported as a concentrator in all programs. For performance measures, the concentrator federal record is used and produces an unduplicated count.

**ENROLLMENT REPORTING** – The 40<sup>th</sup>/100<sup>th</sup>-Day Enrollment Reports and Program Enrollment Reports provide essential information affecting program eligibility for federal and state CTE funds. It is important that districts submit reports and verify the accuracy of the reported information by the due dates. These reporting and verification deadlines are:

<b>SY2015-2016 Enrollment Report Due Dates</b>	
November 15, 2015	40 <sup>th</sup> Day Course Enrollment Report due to ADE
November 15, 2015	40 <sup>th</sup> Day Course Enrollment Signed Verification Reports due to ADE
March 10, 2016	100 <sup>th</sup> Day Course Enrollment Report due to ADE
March 10, 2016	100 <sup>th</sup> Day Course Enrollment Signed Verification Reports due to ADE

**EXEMPTION REQUEST** – The formal procedure to request, for one year, an exemption for one or more of the essential program requirements for an approved CTE program. Any program requesting an exemption must provide evidence-based information to support the exemption request. Evidence can include, but are not limited to, historical program performance outcomes or additional information showing the missing program requirement has been corrected or resolved. The electronic Exemption Request submission form is located at [www.azed.gov/career-technical-education/forms/](http://www.azed.gov/career-technical-education/forms/).

**INACTIVE PROGRAM** – A program on the Program Profile Table that is no longer offered or fails to meet the essential elements outlined in the definition of an approved program. The Program Profile Table identifies programs with Inactive Years that formerly participated in CTE accountability reporting, showing a historical record of school CTE programs. There are two types of Inactive Programs – District Withdrawn and ADE Withdrawn.

**IMPROVEMENT PLAN** – Perkins 2006, Section 123(b)(2) requires that an Improvement Plan be written to address any performance measures that do not meet at least 90% of the negotiated level of performance for any performance measure or show improvement to a previously negotiated local level of performance. The Improvement Plan is created, submitted to ADE CTE and implemented using data from the prior school year annually.

**INTERNSHIP** – A CTE Internship is a method of work-based experience to connect classroom learning to work activities. It follows the sequence of courses in an approved CTE program. It provides students an opportunity to engage in learning through participation in a structured work experience that involves the application of previously developed CTE knowledge and skills. The internship must be directly related to the CTE program where the credits were earned and offers both paid and unpaid work experience.

CTE Internships **may** also have concurrent classroom learning based on CTE program standards, but it is not a requirement. Internships differ from cooperative education in that the latter requires classroom learning. CTE Internships are designed for students who are classified as seniors (12<sup>th</sup> grade) and at least 16 years of age. They require the teacher to have a valid CTE certificate in any program area. Additional information is available at: [www.azed.gov/career-technical-education/certification/](http://www.azed.gov/career-technical-education/certification/).

After students have completed a Carnegie Unit in a Career Preparation course, districts may report those students in CTE Internship course enrollment. Districts may not spend CTE funds on CTE Internship courses unless they are part of a CTE approved program sequence of courses offered annually. A CTE program must report another Career Preparation course, in addition to a CTE Internship course or the course does not generate funding. Those internship courses that are not part of an approved program of instruction are not funded and will receive an “Unapproved” status on the annual fiscal reports.

**JOINT TECHNICAL EDUCATION DISTRICT (JTED)** – A district that is formed to work in partnership with area high schools to deliver CTE programs.

**LEAVE (LEFT) SECONDARY EDUCATION** – Valid leave codes will be used in the calculation of performance measures.

**LOCAL ADJUSTED LEVELS OF PERFORMANCE (LALP)** – A level for any performance measure which a district has the option to negotiate with ADE CTE if the district chooses not to accept the State Adjusted Level of Performance (SALP). Perkins IV Section 113(b)(4)(A)(i) Local Adjusted Levels of Performance for Core Indicators of Performance states:

In general—Each eligible recipient shall agree to accept the State Adjusted Levels of Performance established under paragraph (3) as local adjusted levels of performances or negotiate with the State to reach agreement on new local adjusted levels of performance, for each of the core indicators of performance described in subparagraphs (A) and (B) of paragraph (2) for career and technical education activities authorized under this title. The levels of performance established under this subparagraph shall, at a minimum— “(I) be expressed in a percentage or numerical form, consistent with the state levels of performance established under paragraph (3), so as to be objective, quantifiable and measurable; and “(II) require the eligible recipient to continually make progress toward improving the performance of career and technical education students.

**LOCAL EDUCATION AGENCY (LEA)** – A board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district or political subdivision in a state or any other public educational institution or agency having administrative control and direction of a CTE program.

**MINUTES PER WEEK** – Funding is based on a minimum of 225 minutes per week per course.

**NONTRADITIONAL PARTICIPATION** – Enrollment in CTE programs for which individuals from one gender comprise less than 25% of the individuals employed in the workforce. CTE programs are designated as “nontraditional” based on the new and expanded 2006 versions of the Nontraditional Occupations and 2000 Classification of Instructional Programs Crosswalk prepared by the National Alliance for Partnerships in Equity (NAPE) published in June, 2007.

**NUMBER OF WEEKS** – Funding is also based on the number of weeks a course is offered. Valid values are 6-22.

**OFFER DATE** – The date a course was first offered in the coherent sequence. The course may or may not have made it into course enrollment that year.

**PARTICIPANT** – A secondary student who has earned one or more transcribed Carnegie Units/credits in the same CTE program in the reporting year.

**PARTICIPANT RECORD** – A program CTE participant record that provides all of the required information and is supported by acceptable local documentation. Only valid CTE participant records apply toward performance measures. A valid record is submitted for those students who have completed 1 or more Carnegie Units in a Career Preparation sequence during the current year. A Career Preparation sequence of courses may not include courses designated for a JTED course code with a .99 or .00 course number. These courses may not be included when determining which courses will be used for reporting participants.

**PERFORMANCE MEASURES** – Set of eight measures based on six Core Indicators identified in the federal Perkins law and approved by the Arizona State Board of Education, to measure student outcomes.

**PLACEMENT FUNDING** – State funding to districts generated by CTE concentrators who have graduated. Their status will be verified by an appropriate survey response to ADE CTE. Any of the following count for placement funding:

- Enrollment in related postsecondary education or advanced training
- Serving in active military duty in a related program
- Employment in a program-related position

**PLACEMENT (RELATED)** – A related placement is one that directly uses or builds on the Career Preparation standards acquired in the graduated CTE concentrator student's high school CTE program. The placement may be in postsecondary education or training, employment or military service. A related placement for any valid concentrator from the previous school year, earns funding paid from the State Priority (Block) Grant. A student can only be paid once for related placement.

**PLACEMENT SURVEY** – A follow-up survey that is conducted on all high school CTE concentrator graduates that left school by June 30. CTE concentrators are surveyed for placement status between October 1 and December 31. CTE concentrator records are updated with placement information to the CTE Online System – Placement Survey. Valid placement surveys are records that provide all of the required information and are supported by acceptable local documentation. Only valid surveys will apply toward performance measures and placement funding.

**PROGRAM** – Coherent sequence of instruction, which delivers a set of prescribed state standards attributed to a specified instructional program.

**PROGRAM CIP (CLASSIFICATION OF INSTRUCTIONAL PROGRAMS) CODE** – Eight-digit code which identifies the CTE program. Program CIP codes are used on the Course and Program Enrollment Reports, Concentrator Reports and Placement Reports.

**PROGRAM OF STUDY** – A Program of Study is a comprehensive approach for delivering academic and career and technical education to prepare students for postsecondary education and career success.

**PROGRAM PROFILE TABLE** – The Program Profile Table is an important tool that identifies active programs at each high school currently participating in CTE accountability reporting. Active programs are those expected to participate by reporting enrollment, concentrators and placements. Active programs have a Birth Year assigned and will always be included in any performance measures reports.

The Program Profile Table is available at: [www.ade.az.gov/PerfMeasures/splash.asp](http://www.ade.az.gov/PerfMeasures/splash.asp).

Select the Program Profile option under the Administrative section.

Birth Date	Explanation
1/1/95	The Default Birth Date for a program that reported Performance Measures in 1999 and enrollment in 2000/2001
7/1/XX	Birth Date for a program

The Program Profile Table also identifies Non-Active programs with Inactive Years that formerly participated in CTE accountability reporting, showing a historical record of school CTE programs.

Inactive Date	Explanation
6/30/XX	Inactive Date for a program

**RACIAL AND ETHNIC CODES** – Required information that identifies racial or ethnic groups for reporting purposes.

**Ethnic Categories:**

- Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can also be used in addition to “Hispanic or Latino.”
- Not Hispanic or Latino

**Racial Categories:**

- American Indian or Alaska Native: A person having origins in any of the original peoples of North, Central, or South America, and who maintains tribal affiliations or community attachment.
- Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. (Note: Individuals from the Philippine Islands have been recorded as Pacific Islanders in previous data collection strategies.)
- Black or African American: A person having origins in any of the black racial groups of Africa. Terms such as “Haitian” or “Negro” can be used in addition to “Black or African American.”
- Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**SAIS NUMBER** – ADE generated identification number issued to each student enrolled in public education in the State of Arizona. Its purposes are consistent and accurate calculations of student counts, planning and policy analysis for ADE and support for academic achievement research.

**SCHOOL OF ATTENDANCE** – The school where the student participates in CTE courses. If the school of attendance is different from the school of residence, the courses a student takes should show as articulated in the Coherent Sequence of Courses and the Program Profile Table belonging to the school of residence.

**SCHOOL OF RESIDENCE** – The school that maintains the student’s transcript. A student may attend CTE courses at the school of residence, if offered, or attend courses offsite. The school of residence has the SAIS reporting responsibility for this student.

**SPECIAL POPULATIONS** – In order to provide specific federal data as required by the Consolidated Annual Report (CAR), eligible categories of students who are participating in Career and Technical Education (CTE) must be reported as Special Populations students. All students in these categories who participate in CTE must be reported. Students should be reported in categories based on documentation in the student’s permanent record and/or using the district’s student demographic database, such as SAIS.

**Individuals with Disabilities (Handicapped)** – A student with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102) as follows:

- A physical or mental impairment that substantially limits one or more of the major life activities of that individual;
- A record of such an impairment;
- Or being regarded as having such an impairment.

Includes those students evaluated under IDEA and determined to be in need of special education and related services and any individual considered disabled under Section 504 of the Rehabilitation Act of 1973.

**Limited English Proficiency (LEP)** – A secondary school student, an adult or an out-of-school youth, who has limited ability in speaking, writing or understanding the English language and:

- Whose native language is not English; or,
- Who lives in a family or community environment in which a language other than English is the dominant language.

**Economically Disadvantaged** – A family or individual including foster children, whom the Local Education Agency identifies as low income (on the basis of uniform methods described in the State ESEA plan). Examples of eligibility definitions include:

- Annual income at or below the official poverty line;
- Eligibility for free and reduced school lunch;
- Eligibility for Aid to Families with Dependent Children or other public assistance programs; and,
- Eligibility for participation in programs assisted under Title I of the Workforce Investment Act.

**Single Parent** – Any student who:

- Has custody; and,
- Responsibility for the support and care of one or more dependent children under the age of eighteen in the same residence.

**Note:** For eligibility purposes, a person who provides child support but no custodial care is not considered a single parent. Single pregnant women are eligible for services.

**Nontraditional** – A student enrolled in a Career and Technical Education program that has been identified as a nontraditional program for his or her gender.

**Migrant** – Students of families who migrate to find work in the agricultural and fishing industries. A CTE concentrator who is identified as migrant in the state-operated Migrant Education Program will be flagged as migrant for federal reporting requirements, in addition to any other special populations category.

**STANDARDS** – CTE standards specify the occupational knowledge, skills and abilities validated by business and industry for workforce success and postsecondary education/training. The Career Preparation technical standards are used for the technical skill assessment for Performance Measure 2S1 Technical Skill Attainment. Current standard information for all CTE programs is available at: <http://www.azed.gov/career-technical-education/tech-standards/>.

**STATE ADJUSTED LEVEL OF PERFORMANCE (SALP)** – An annually quantifiable and measurable indicator of performance negotiated between ADE and the Office of Vocational and Adult Education. All districts must accept the SALP or request a Local Adjusted Level of Performance (LALP).

**STATE PRIORITY GRANT** – The Arizona State appropriation to be used to promote improved student achievement by providing CTE programs with supplemental funding, which is linked both to numbers of pupils in such programs and to numbers of students with successful outcomes. The formula for the State Priority (Block) Grant is 75% enrollment and 25% related placement.

**STATEMENT OF ASSURANCE** – A district provides assurance to ADE that it has read, understands, and affirms that the district accepts and commits to abide by the federal Carl Perkins Grant Program, Fiscal and Accountability Assurances, which is a requirement on a district's federal Perkins Grant Application.

JTEDs have a separate Statement of Assurance that must assure that each program/sequence of courses reported for JTED Average Daily Membership (ADM) meets the requirements of ARS § 15-391.5. <http://www.azed.gov/career-technical-education/forms/> under Joint Technical Education District Application for Course Approval Information for School Year.

**SUFFICIENT SIZE, SCOPE AND QUALITY** – Refers to district activities relating to program improvement. A district needs to support Career and Technical Education programs to provide services and activities that are of sufficient size, scope and quality to be effective.

**TECH PREP** – This process has been discontinued and replaced with Programs of Study.

**UNAPPROVED PROGRAMS** – Unapproved programs are not eligible for federal or state funding. A CTE program(s) may be unapproved for a variety of reasons:

- The district fails to submit valid CTE concentrators by the June 15<sup>th</sup> deadline or fails to submit Placements and/or Placement Verification Reports by the April 15<sup>th</sup> deadline.
- The district fails to submit accurate Course Enrollment Verification reports or Performance Measures Student Records Verification reports and Placement Verification reports.
- The district does not conduct an Annual Program Evaluation, implement an action plan or submit the results to ADE at the established deadline.
- The district does not meet SALP or LALP and fails to implement an Improvement Plan.
- The program fails to produce CTE concentrators for three consecutive years. The program fails to produce a placement for four consecutive years.

**UNDUPLICATED OCTOBER ENROLLMENT** – The number of students enrolled on October 1 of the current school year.

**UNDUPLICATED COUNT/ENROLLMENT** – A student is counted only once, even if that student is enrolled in and reported as a CTE concentrator in more than one program. Unduplicated student count is used on the Program Enrollment and Concentrator Reports.

**UNDUPLICATED PROGRAM REPORTING** – Unduplicated reporting is required on the federal participant, concentrator and placement reports. It is possible to enter duplicate CTE participant, concentrator or placement records as state records. Suggested guidelines for determining when to report a student who is enrolled in more than one program as a federal unduplicated record include:

- Reporting the student when they represent the minority gender in a nontraditional program;
- Reporting the student based upon a declared career goal;
- Reporting a student based upon the most credits achieved in a CTE program; or,
- Reporting a student based upon their latest CTE program credits achieved

**WORK-BASED LEARNING** – A coherent sequence of job training and work experience that involves actual work experience and connects classroom learning to work activities.

