ARIZONA DEPARTMENT OF EDUCATION

2017

SPRING GRANT TRAINING

Linda M. Suarez, Ed.D. -Director of Grants and Accountability
Carole Whitlock, MAOM -Grant Specialist

Grants & Accountability Team Support

Linda Suarez	Director of Grants &Accountability	Linda.suarez@azed.gov 602-364-2281
Carole Whitlock	Grant Specialist	Carole.whitlock@azed.gov 602-364-1368
Claudia Galvan	Program Project Specialist	Claudia.galvan@azed.gov 602-542-2348
Nicole Clapeck	Secondary Accountability / MOA Coordinator	Nicole.clapeck@azed.gov 602-542-4754
Donna Kerwin	IT Business Analyst-CTE	Donna.Kerwin@azed.gov 602-542-7881
Tammie Chavez	Enrollment Specialist	Tammie.Chavez@azed.gov 602-542-3839
Janet Silao	Education Program Specialist	Janet.Silao@azed.gov 602-542-5485
Stephanie Long	Program Project Specialist	Stephanie.long@azed.gov 602-542-5072

CTE DATA COLLECTION UPDATE

State of Arizona
Department of Education
Office of Diane M. Douglas
Superintendent of Public Instruction

To: Arizona School District and Charter School Administrators,
Business Managers, and SAIS/AzEDS Data Administrators
From: Mark Masterson, Chief Information Officer, Arizona Department of Education
Date: March 11, 2016
Subject: Final Deadlines for Local Education Agency Transitions to AzEDS

As many of you have experienced firsthand, the move from SAIS to AzEDS has come with challenges. We appreciate the willingness you have shown throughout this process to work with us and develop solutions.

With the end of the school year rapidly approaching, we wanted to provide clarity to the following priorities that our IT team must complete:

1. Work with Local Education Agencies (LEAs—districts and charters) and their student information system vendors to fully prepare all LEAs to submit student data to AzEDS starting in fiscal year 2017.
2. As required by current law, ensure the timely implementation of current year funding for all districts in fiscal year 2017.

All LEAs must complete their transition to AzEDS by June 30, 2016.

Transitioning to AzEDS

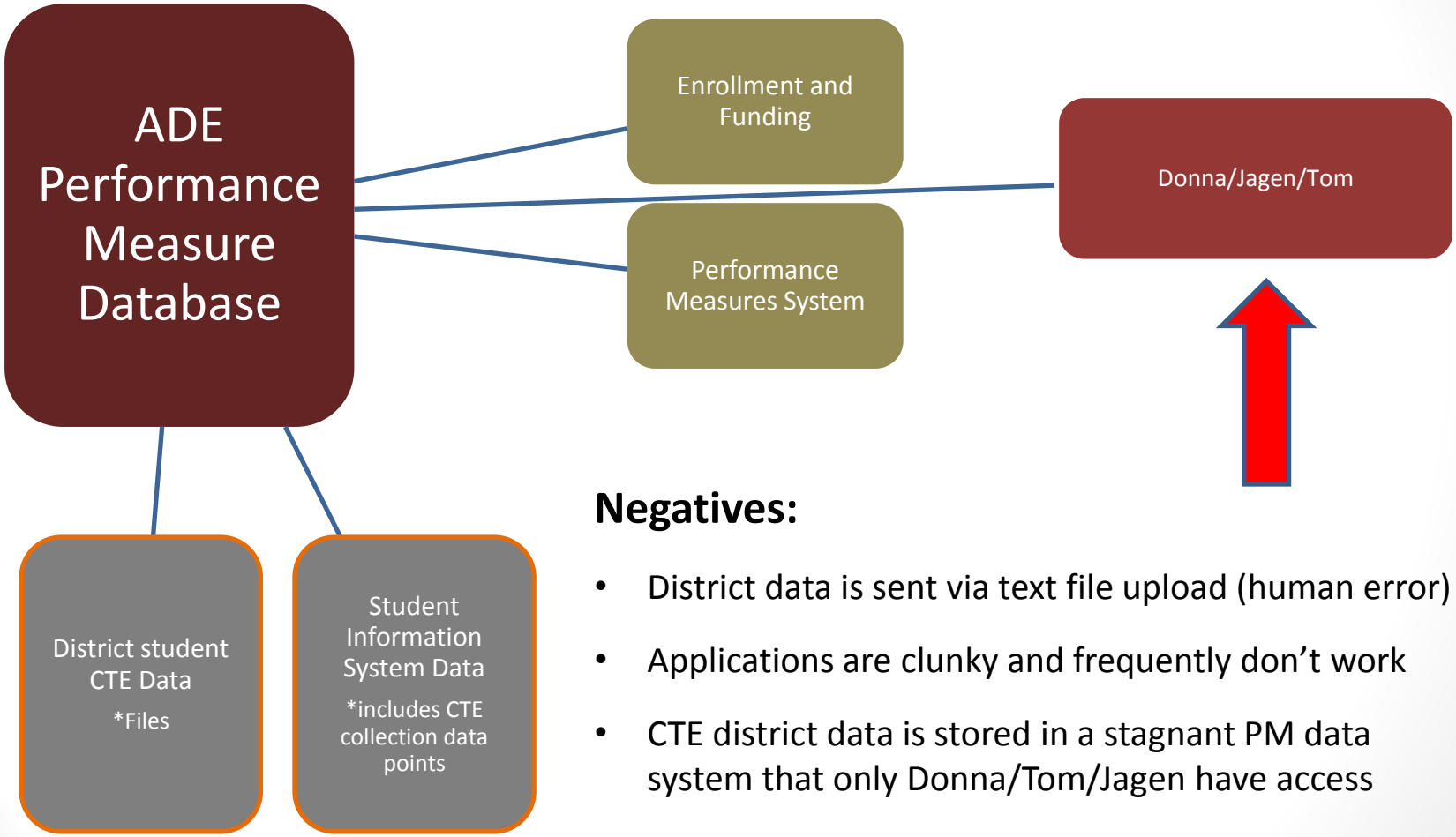
The Department has the necessary resources and is committed to transitioning all LEAs to AzEDS before July 1. By supporting your LEA's transition to AzEDS, you will be contributing to our mutual success in meeting the June 30 deadline. Please let us know as soon as possible if you will need extra support to make this deadline; we are committed to helping all LEAs avoid any payment delays in fiscal year 2017 that could result from not submitting data to AzEDS.
For more information on the transition process, please visit the AzEDS Transition web page at http://goo.gl/lYXDyp.

Implementation of Current Year Funding

The Department must stay in compliance with current law; therefore, we have transferred the necessary resources to enable AzEDS to account for current year funding starting in fiscal year 2017. Although the Department will be able to meet this statutory requirement, we understand that it may be a challenging conversion for you.
Though funding for the entirety of fiscal year 2017 will be based on current year funding, such an implementation requires a degree of phase-in. Initially, for a month or two, some LEAs will receive funding based on prior year numbers until the AzEDS system receives student counts upon which to base current year funding. By the fiscal year 2017 40th day count at the latest, ADE will have enough data to move every LEA to current year funding. At that time, a reconciliation process will take place to recoup or repay any difference between the first few monthly estimates and the actual student counts.
This phased-in approach is the only practical way to transition to current year funding on a new system such as AzEDS. The same process was originally used to bring on charter schools, so that there is adequate cash flow while waiting for actual enrollment data.
Please contact me directly at mark.masterson@azed.gov if you have any questions or concerns about your LEA's transition plan. I will personally ensure that we will work together to get you or your team an appropriate response.
Thank you for all you do every day to give Arizona students access to an excellent education.

Retrieved from: http://us4.campaign-archive2.com/?u=f331ee290539916aae5f9be04&id=8205f9d032

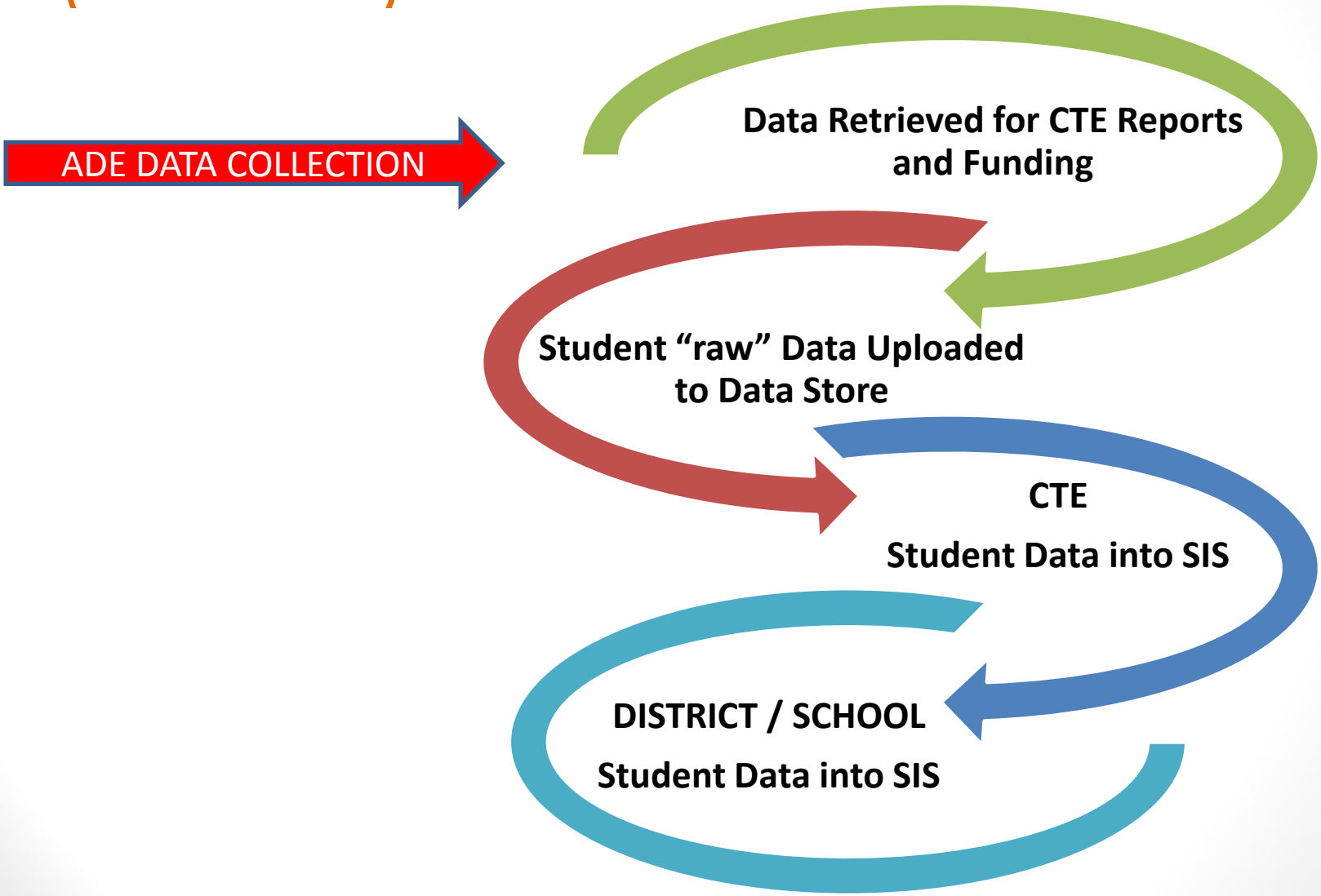
PRESENT **EXTERNAL PROCESS** OF CTE DATA COLLECTION, SUBMISSION AND MANAGEMENT



Negatives:

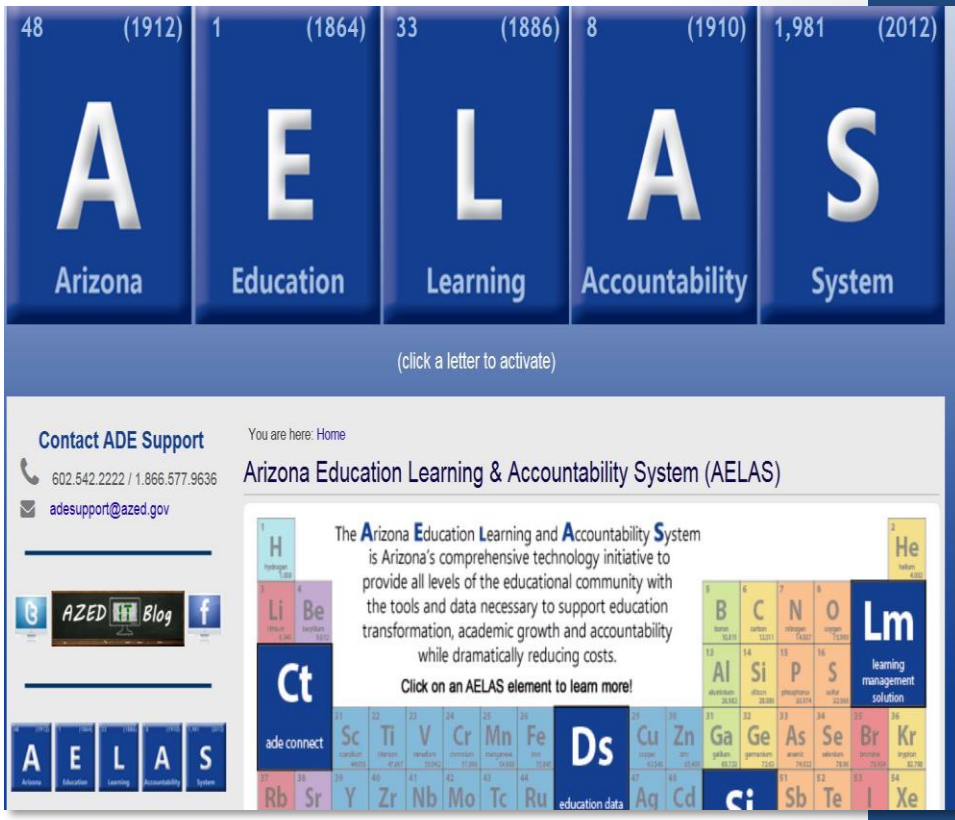
- District data is sent via text file upload (human error)
- Applications are clunky and frequently don't work
- CTE district data is stored in a stagnant PM data system that only Donna/Tom/Jagen have access
- Data retrieved is frequently inaccurate

NEW DATA COLLECTION PROCESS (External)



STATEWIDE CTE AZED GAP ANALYSIS TEAM

- WHO TO CONTACT AT YOUR SCHOOL FOR TRAINING AND UPDATES
- CTE DATA COLLECTION OPTIONS
- HOW/IF WE ARE USING STUDENT INFORMATION SYSTEMS (SIS)
  - DISTRICT LEVEL
  - STATE LEVEL
  - PERKINS
  - *NEW JTED DATA COLLECTION



ARIZONA CTE STATEWIDE AZED GAP ANALYSIS TEAM

RALPH FOBAIR

ARON SCHMIDT

MICHELLE CRARY

CHUCK MCCULLUM

PATTI BELTRAM

MARCIA HESPEN

CATHIE RAYMOND

CRAIG LUNT

2017
GRANT OVERVIEW

STATE PRIORITY GRANT

- **MAINTENANCE OF EFFORT FUNDS OVERVIEW-**
- The AZ Legislature allocates $ 9.2 million/yr for program improvement for 11th and 12th grades in ***occupation specific training***.
- ***Funding*** is driven by
  - Enrollment (75% enrollment per approved course)
  - Participation
  - ***Priority Funds*** are ***limited*** to ***approved CTE Programs***

*****25% per related placement*** (can be in secondary or postsecondary)

REMINDER

PAYMENT REQUEST

- ✓ Districts make payment requests for their CTE State Priority and Perkins funding
- ✓ Payment requests are made into the system ***for funds that you have already expended or encumbered.***

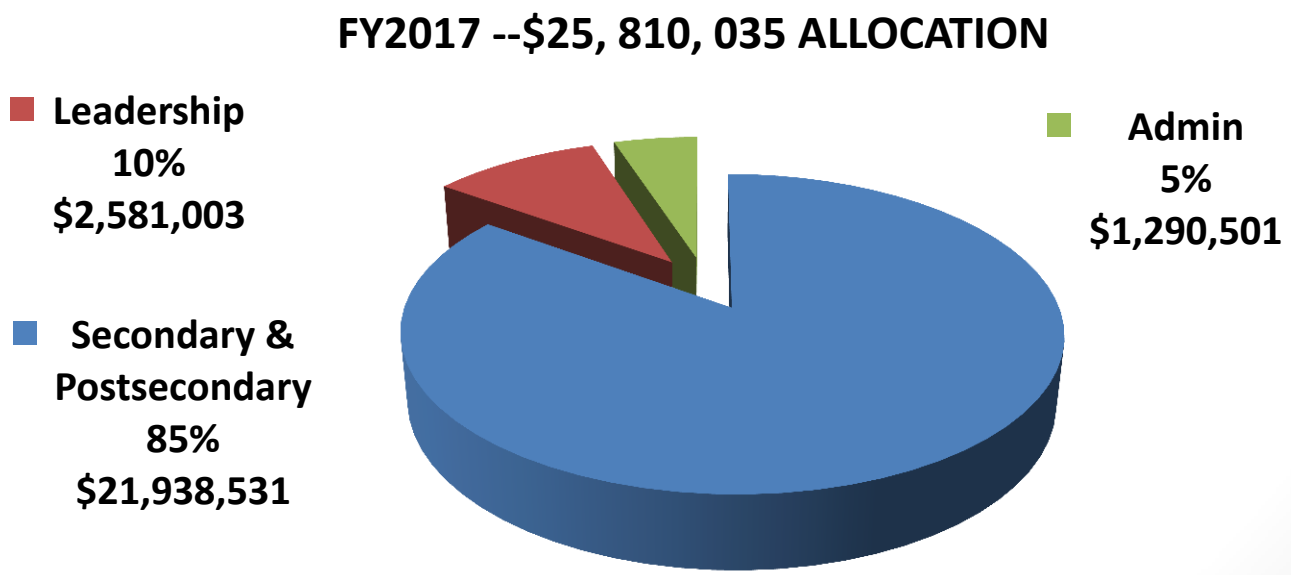
NO CARRY OVER

- ✓ Emphasis must be placed on ***spending all*** of your CTE State Priority funding in the single fiscal year.

FEDERAL PERKINS CTE GRANTS

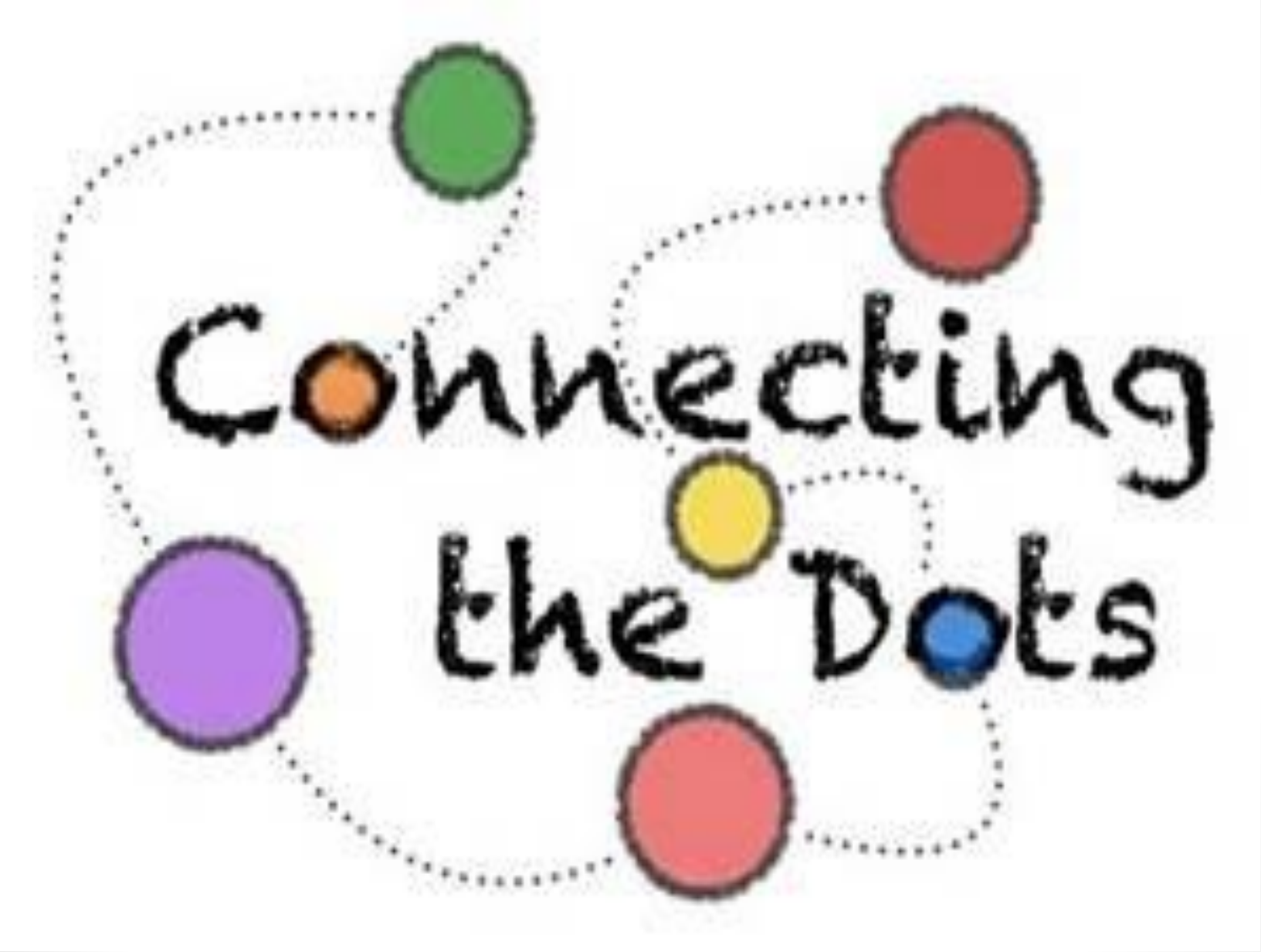
- **FY2017 GRANT OVERVIEW**
  - Authorized in 1984 and the principal source of funding under Title I to states to improve secondary and postsecondary **CTE Programs**
  - **Title I grant funds** are allotted to states through a **formula based** on states' **populations in certain groups and per capita income**.

**POSSIBLE REAUTHORIZATION*



8
ELEMENTS OF AN "*APPROVED*" CTE PROGRAM

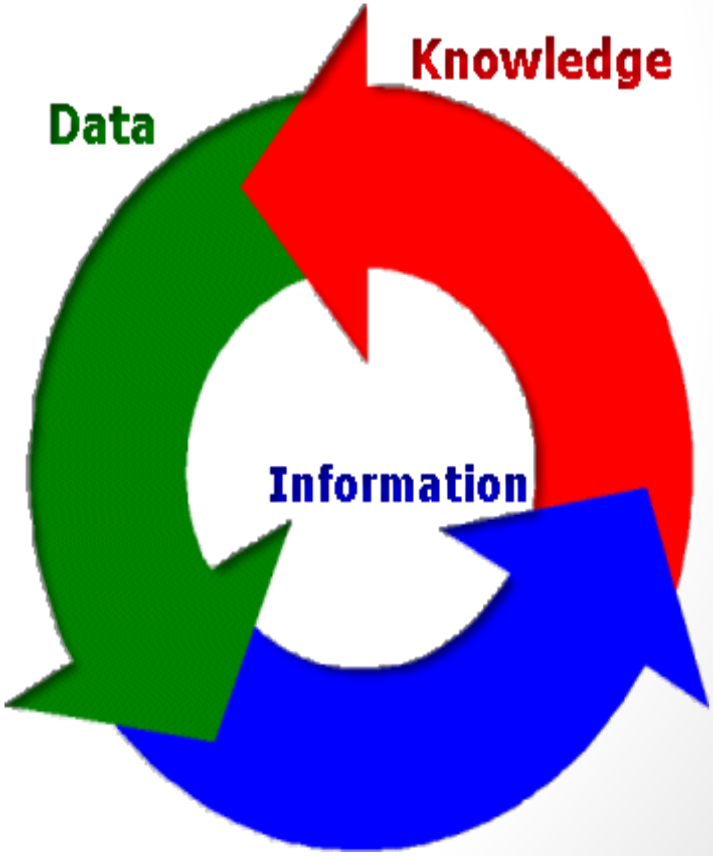
1. A ***Coherent Sequence*** of instruction
2. ***State-designated*** program ***standards***
3. ***Identified*** as a current ***CTE Program*** on ADE list
4. ***Taught*** by an appropriate ***certified teacher***
5. ***Annually evaluate*** program performance to meet/exceed established ***Performance Measures***
6. Offer student ***work-based participation.***
7. ***Requires*** student ***participation/career exploration*** for ***grades 7-9***
8. ***Organized*** Career and Technical Education Student Organization ***(CTSO) for CTE Program area***


Connecting
the Dots

WHY CONNECT THE DOTS?

DISTRICT CTE GRANT MANAGEMENT

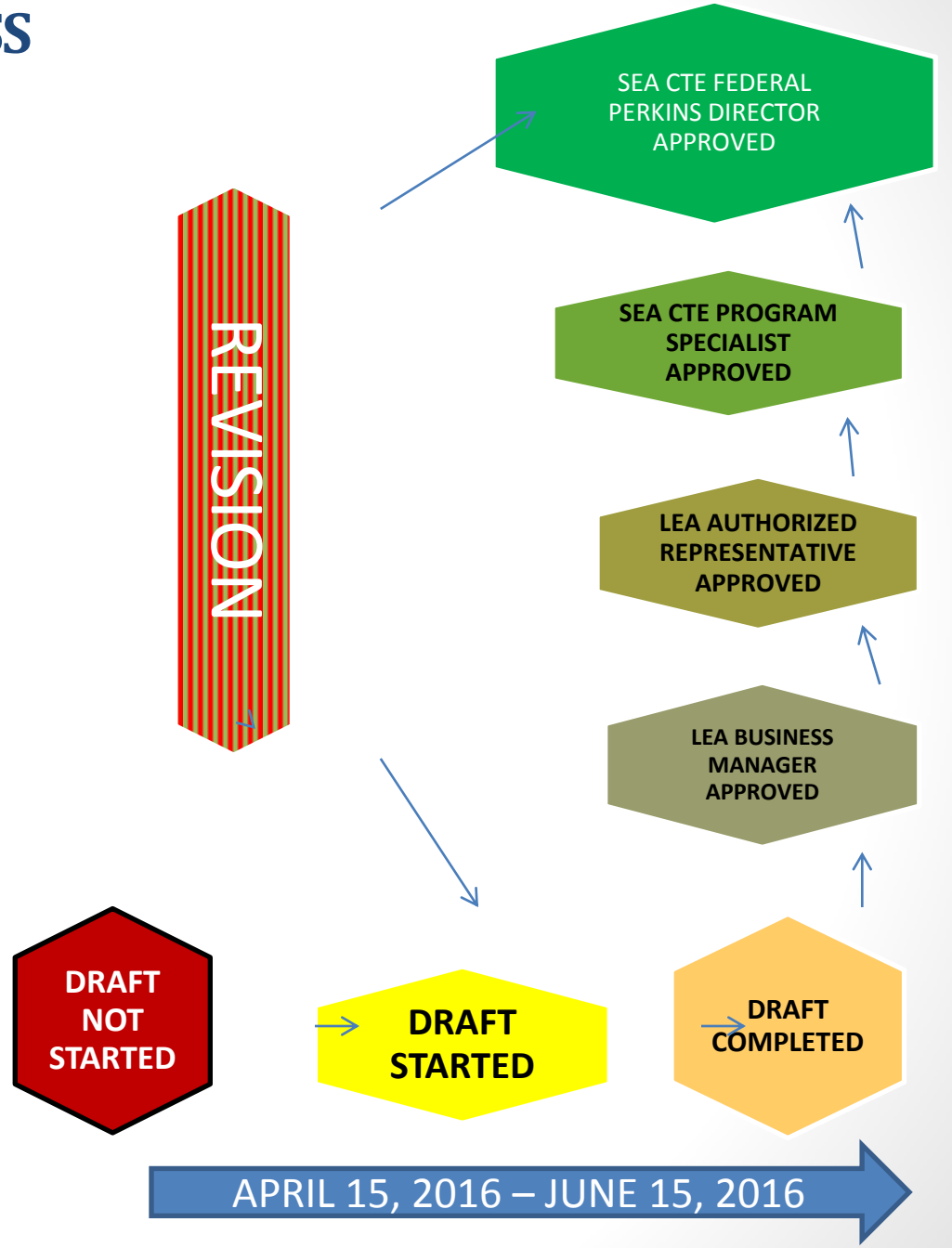
- BUDGET
- STUDENT ENROLLMENT
- STUDENT ACHIEVEMENT
- PROGRAM EVALUATION



ADECONNECT PROCESS

1. Start a "DRAFT"
2. "DRAFT COMPLETED"
3. LEA BUSINESS MANAGER APPROVED-(designate role by LEA)
4. LEA AUTHORIZED REPRESENTATIVE APPROVED-(designate role by LEA)
5. SEA CTE FEDERAL PERKINS PROGRAM SPECIALIST APPROVED
6. SEA CTE FEDERAL PERKINS DIRECTOR APPROVED

All funding applications must go through all status changes to receive final approval.



SUBSTANTIAL APPROVAL CHECKLIST

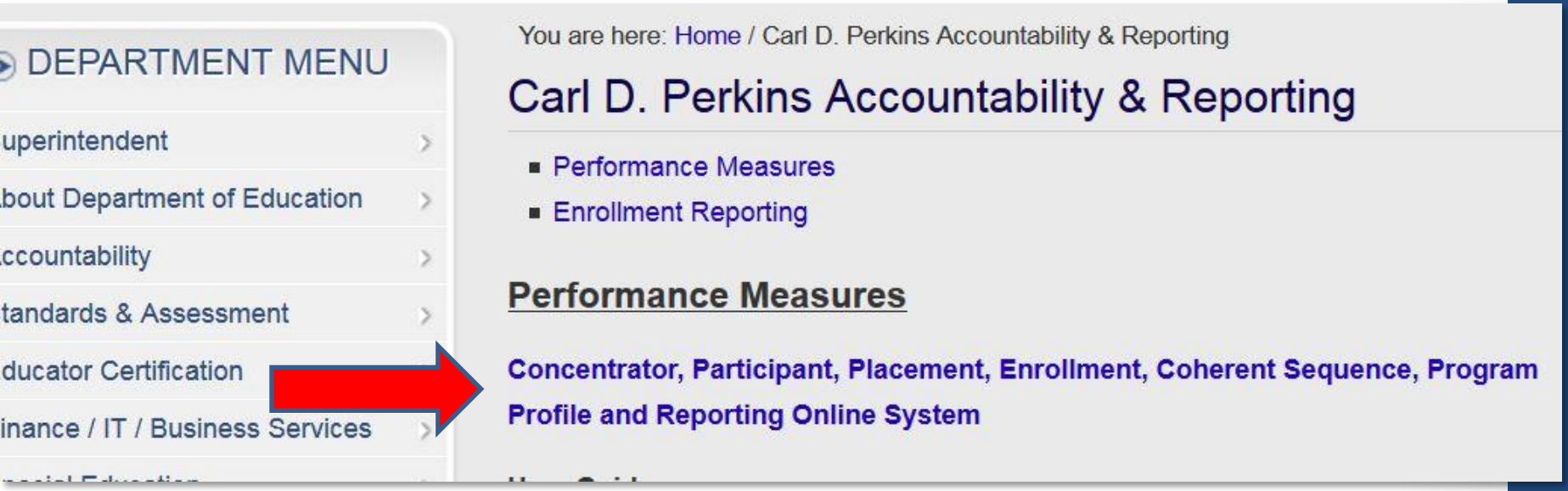
- ✓ **ALL** Federal Assurances completed and checkoff (Desk Monitoring Program Assurances-due Oct. 1)
- ✓ **ALL** Smart Objectives completed
- ✓ **COMPLETED** budget allocation funds (please code correctly)
- ✓ **COMPLETED** and **SUBMITTED** waiver (if applicable)
- ✓ **UPDATED** Coherent Sequence * Email: claudia.galvan@azed.gov

Coherent Sequence Updating

PERFORMANCE MEASURE DATABASE SYSTEM

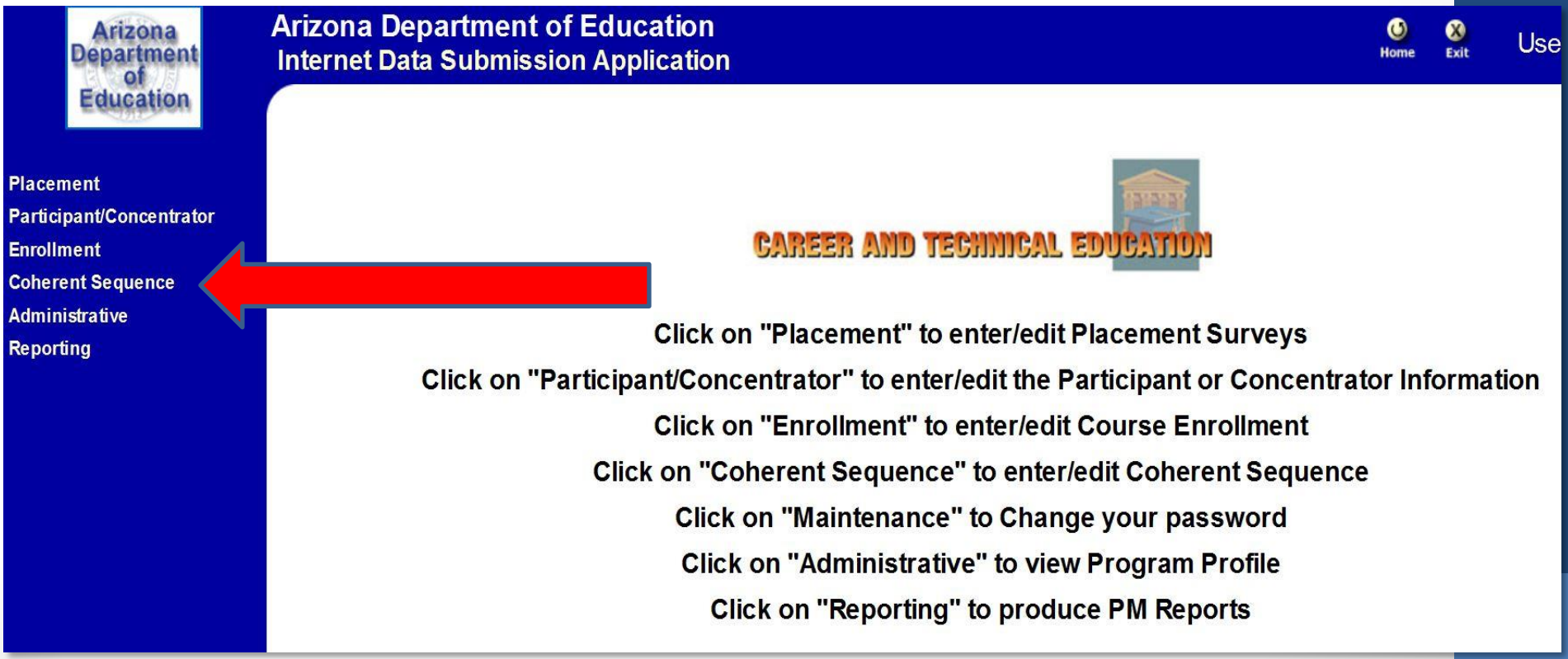
Coherent Sequence Updating

PERFORMANCE MEASURE DATABASE SYSTEM



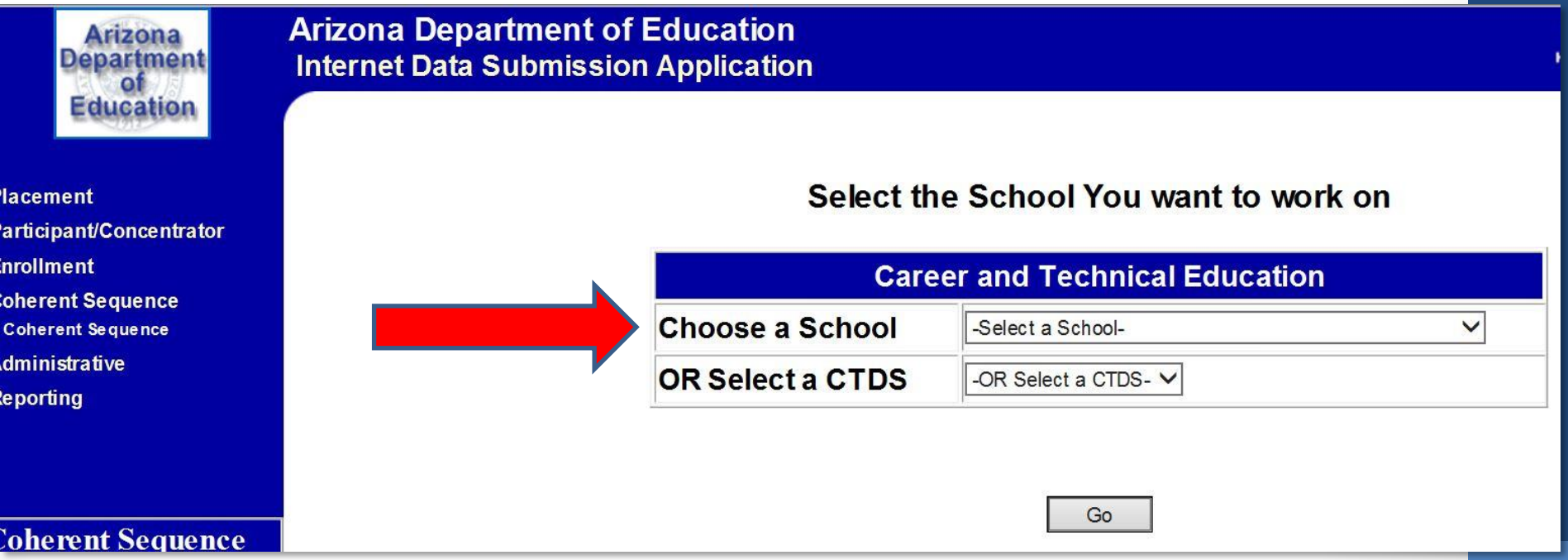
Coherent Sequence Updating

PERFORMANCE MEASURE DATABASE SYSTEM



Coherent Sequence Updating

PERFORMANCE MEASURE DATABASE SYSTEM



Arizona Department of Education
Internet Data Submission Application

Home Exit

Editing School : SAMPLE SCHOOL

Click Here to Change

Federal Perkins Grant Fiscal Year Selection

Listing of Fiscal Years
Fiscal Year
2017 Coherent Sequence
2016 Coherent Sequence

< Back

Coherent Sequence Updating

PERFORMANCE MEASURE DATABASE SYSTEM

Arizona Department of Education
Internet Data Submission Application

Home Exit

To **add** new courses, click on the blinking **'Click Here to Add'**, select the appropriate course number and click on Submit. Select the 8th digit of the course number and insert the district's Local Course Title and click on the Submit button to save the record. If you do not insert a Local Course Title, the CTE Course Title will be inserted.

Identify a new course by inserting an 'x' in the column marked 'New Course'

Identify a new program by inserting an 'x' in the column marked 'New Program'

To **edit** a program's coherent sequence click on **Modify** next to the appropriate course number. You may also use Modify for a course that is established but is to be taught off-campus in 2016. (See instructions below for adding a new course taught off campus) You may only edit the 8th digit of the CIP code and insert the district local course title. If you do not insert a Local Course Title, the CTE Course Title will be inserted. Fill in the information and click on the Submit and Finish button to save the record.

If the **local course title is different** from CTE's Course Title you **MUST** provide the school's local course title. Follow the editing instructions above.
If the **local course title is the same** as CTE's course title, hit modify, submit and finish and it

Coherent Sequence Updating

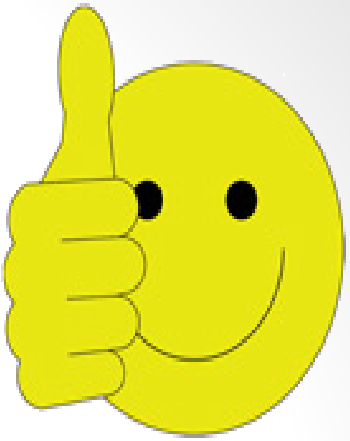
PERFORMANCE MEASURE DATABASE SYSTEM

Arizona Department of Education
Internet Data Submission Application

Home Exit

10020090	Film and TV	10020016	Communications Media Technologies Fundamentals	Film & TV I	View	Modify	Delete
10020090	Film and TV	10020090	Film and TV I	Film & TV II (not offered this year)	View	Modify	
10020090	Film and TV	10020095	Film and TV II	Film & TV III (Not offered this year)	View	Modify	Delete
12050000	Culinary Arts	12050010	Fundamentals of Culinary Arts	Culinary 1	View	Modify	Delete
12050000	Culinary Arts	12050020	Culinary Arts Applications	Culinary Arts II	View	Modify	Delete
12050000	Culinary Arts	12050025	Culinary Arts Applications	Culinary Arts III	View	Modify	Delete

Learning that works for Arizona
CTE™



NOTICE OF SUBSTANTIAL APPROVAL

Date: June 30, 2016

District:

Dear XXXXX,
Your district's CTE Federal Perkins grant application submitted on June X, 2016, meets the Arizona Department of Education's Substantial Approval (SA) requirements. Substantial Approval will allow your district to obligate funds as of July 1, 2016. A review of the entire application will be conducted as soon as possible and will be returned if any revisions are needed. A district with Substantial Approval ***may not*** spend funds until the assigned ADE-Grant Program Specialist reviews the district's application for final approval.

I look forward to continuing to work with you and your district to support your CTE initiatives. Please contact me if you require any additional information.

Best Regards,

GME

2017 PERKINS AND PRIORITY GRANT APPLICATION

Arizona Department of Education

Font+ | Font-

AZ.GOV Arizona's Official Web S

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DEPARTMENT MENU

- Superintendent
- About Department of Education

Students | Parents | Teachers | Admins | Public

LATEST HEADLINES

Arizona Department of Education to Provide Open Access to Free Educational Materials

Arizona
Department of Education

Home

[Hide All]

[-] Arizona Department of Education - 79275 Administrator Contact

- Grants Management ?
- Program Exemption Requests ?

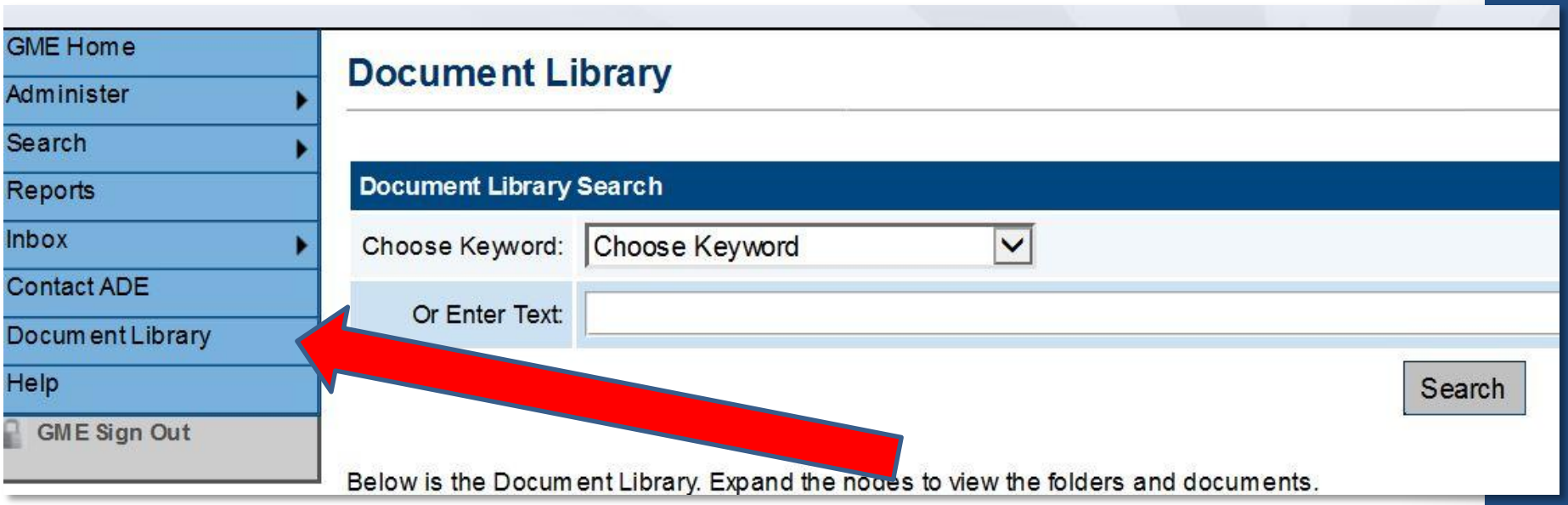
NEED HELP?

elow is the Document Library. Expand the nodes to view the folders and documents.

Document Library [Expand All] [Collapse All]

- 21st CCLC Guidance
- American Indian Student Needs
- AZCSP
- Budget Entry
- Career and Technical Education (CTE)
- Completion Reports
- Early Childhood
- ESS
- Funding Application Overview

GRANT MANAGEMENT ENTERPRISE DIRECTIONS



CORRECT GRANT ?

Funding Applications

Arizona Department of Education (000111000) Charter District - FY 2017

2017 | All Active Applications

Entitlement Funding Application	Revision
21st Century Community Learning Centers Cont-Yr2	0
21st Century Community Learning Centers Cont-Yr3	0
21st Century Community Learning Centers Cont-Yr4	0
21st Century Community Learning Centers Cont-Yr5	0
CTE Corrections	0
CTE Federal Perkins	0
CTE Postsecondary Federal Perkins	0
CTE State Priority	0
School Safety Program	0

COMMUNICATION…WHAT HAPPENED?

Sections

Arizona Department of Education (000111000) Charter District - FY 2017 - CTE Federal Perkins - Rev 0

Application Status: Draft Started

Change Status To: Draft Completed

Description (View Sections Only View All Pages)

- All
- History Log
  - History Log
  - Create Comment

REQUIRED CHECK OFF

Programmatic, Fiscal, and Accountability Assurances

Arizona Department of Education (000111000) Charter District - FY 2017 - CTE Federal Perkins - Rev 0 - CTE Federal Perkins

Save And Go To

The LEA provides assurance to the Arizona Department of Education that it has read, understands and agrees to abide by the Federal Perkins Grant Programmatic, Fiscal and Accountability Assurances.

Program Assurances

* LEA Agrees to the following Program Assurances:

- ○ Yes
- ○ No

1) Eligible recipients will annually evaluate their Career and Technical Education Programs (using the state established Performance Standards Evaluation process) to assess progress of all students, including special populations, in meeting Arizona's core indicators of performance [§123(b)(1) and [§134(b)(7)]. Special Populations are defined as "...individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency" [§3(29)].

2) The Performance Measures Core Indicators will be used to measure students' progress in:

(a) Attainment of challenging State-established academic, and career and technical skill proficiencies;

(b) Attainment of secondary diploma or equivalent, proficiency credential in conjunction with a secondary diploma;

(c) Student graduation rates;

FEDERAL REQUIREMENTS

Save And Go To

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

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

LOCAL PLAN FOR CTE

Provide a Coherent Sequence Of Instruction in Career and Technical Education programs [§135(b)(1)]. List all of your CTE programs and the related courses offered in the Coherent Sequence Of Instruction to deliver all state designated standards [§122(c)(1)(A)]. Provide teachers and students with strong experience in and understanding of all aspects of an industry, including internships and technology training [§134(b)(3)(C)] [§135(b)(5)(B)(C)(D)].

PERFORMANCE LEVELS

Carry out CTE programs to meet state/local adjusted levels of performance [§134(b)(2)]. Accept the SALP or negotiate a LALP for each measure [§113(b)(4)(A)(ii)]. Develop and implement evaluations of CTE programs, including assessment of how the needs of special populations are being met [§135(b)(6)]. Independently evaluate and continuously improve performance [§123 (b)(1)] [§134(b)(7)].

SKILL ATTAINMENT

Improve academic and technical skills of CTE students through integration of academics with CTE programs [§134(b)(3)(B)]. Teach CTE students the same rigorous and challenging academic standards, per ESEA of 1965, as all other students, and encourage CTE students to enroll in rigorous courses [§134(b)(3)(D)(E)] [§135(b)(1)].

PROGRAM IMPROVEMENT

Based upon the State Program of Study models, eligible recipient must begin planning to participate in at least one Program of Study as described in Section 122(c)(1)(A); [§134(b)(3)(A) and §135(b)(1)]. Develop, improve, expand technology in CTE programs [§135(b)(4)(7)].

INVOLVE STAKEHOLDERS

Strengthen collaboration with stakeholders, especially those from business and industry, as well as inform and involve parents, students, academic and CTE teachers, faculty, administrators, career guidance, and academic counselors, representatives of Tech Prep consortia, administrators, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals in the development, implementation, and evaluation of CTE programs, including programs of study [§134(b)(5)] [§135(c)(1)].

ACCESS/PROGRESS/SUCCESS FOR SPECIAL POPULATIONS

COMPLETING THE GRANT APPLICATION

rizona Department of Education (000111000) Charter District - FY 2017 - CTE Federal Perkins - Rev 0 - CTE Federal Perkins

Save And Go To

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that choosing to waive this grant will result in the reallocation of these funds.

Indirect Cost	
To ontributing to Indirect Cost	$800.00
Indirect Cost Rate	0.00%
Max n Allowed for Indirect Cost	$0.00

Bu y Object Codes

	Function Code	Total
Modify	1000 - Instruction	$300.00
Modify	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)	$300.00
Modify	2300,2400,2500,2900 - Support Services (General, School, Central Services, Other)	$200.00
Modify	3000 - Operation of Non-Instructional Services	$200.00
Modify	0000 - Other	$0.00
	Total	$1,000.00
	Adjusted Allocation	$1,000.00
	Remaining	$0.00

PROVIDE BUDGET INFORMATION

Save | Save and Return

Indirect Cost	
Total Contributing to Indirect Cost	$800.00
Indirect Cost Rate	0.00%
Maximum Allowed for Indirect Cost	$0.00

1000 - Instruction - $300.00

Add Item

	Function Code	Object Code	Project Time (FTE)	Quantity	Salary, Rental,or Unit Cost	Line Item Total
Remove	1000 - Instruction	6100 - Salaries	1	1	$300.00	$300.00

Narrative Description

Font Name | Size

Substitute Cosmetology teacher to cover cosmetology classes when regular teachers are scheduled to proctor assessments.

USE CORRECT BUDGET AND FUNCTION CODES

Budget Detail

Arizona Department of Education (000111000) Charter District - FY 2017 - CTE Federal Perkins - Rev 0 - CTE Federal Perkins

Save | Save and Return

Indirect Cost	
Total Contributing to Indirect Cost	$1,000.00
Indirect Cost Rate	0.00%
Maximum Allowed for Indirect Cost	$0.00

3000 - Operation of Non-Instructional Services - $200.00

Add Item

	Function Code		Quantity	Salary, Rental,or Unit Cost	Line Item Total
Remove	3000 - Operation of Non-Instructional Services		1	$200.00	$200.00

6100 - Salaries
6200 - Employee Benefits
6300 - Purchased Professional Services
6400 - Services
6500 - Other Purchased Services
6600 - Supplies
6732 - Supplies (Under $5,000)
6734 - Supplies (Under $5,000)
6735 - Supplies (Under $5,000)
6737 - Supplies (Under $5,000)
6738 - Supplies (Under $5,000)
6800 - Other Expenses

classroom printer for Cosmetology program.

DOUBLE CHECK YOUR TOTALS

Budget Overview

Arizona Department of Education (000111000) Charter District - FY 2017 - CTE Federal Perkins - Rev 0 - CTE Federal Perkins

Save And Go To

Show Unbudgeted Categories

Function Code / Object Code	1000 - Instruction	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)	2300,2400,2500,2900 - Support Services (General, School, Central Services, Other)	3000 - Operation of Non-Instructional Services	Total
6100 - Salaries	300.00	0.00	0.00	0.00	300.00
6300 - Purchased Professional Services	0.00	300.00	0.00	0.00	300.00
6500 - Other Purchased Services	0.00	0.00	200.00	0.00	200.00
6732 - Supplies (Under $5,000)	0.00	0.00	0.00	200.00	200.00
Total	300.00	300.00	200.00	200.00	1,000.00
				Adjusted Allocation	1,000.00
				Remaining	0.00

ALL PERFORMANCE MEASURES REQUIRE AN SMART OBJECTIVE

PM 1S1 - Academic Reading Attainment		Print
PM 1S2 - Academic Math Attainment		Print
PM 2S1 - Technical Skill Attainment		Print
PM 3S1 - Secondary School Completion		Print
PM 4S1 - Graduation		Print
PM 5S1 - Placement		Print
PM 6S1 - Nontraditional Participation		Print
PM 6S2 - Nontraditional Completion		Print
Program of Study (POS)		Print
Career and Technical Student Organizations (CTSO)		Print
Workplace Employability Skills		Print

HOW TO DEVELOP S.M.A.R.T OBJECTIVES

- ***MEASURABLE*** **–to establish concrete criteria for measuring progress toward the attainment of each objective. Use target dates. To determine if the objective is measurable, ask questions such as:**
- ***How much?***
- ***How many?***
- ***How will I know when it is accomplished?***
- ***Number or percentage of staff/students involved***
- ***What is the evidence? (student work/ teacher lesson plans/attendance)***

A SMART OBJECTIVE

- *By June 1, 2017, all second year culinary **teachers will attend** at least two regional industry sponsored **professional development workshops**, to enhance teacher(s) professional skills, that will support an increase in Culinary students learning to meet or exceed the SALP.*

COMPLETE ALL REQUIRED AREAS

PM 2S1 - Technical Skill Attainment

Arizona Department of Education (000111000) Charter District - FY 2017 - CTE Federal Perkins - Rev 0 - CTE Federal Perkins

Save And Go To

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

Objective One

1	Performance Measure and Objective Number: Identify the PM and Objective Number (e.g., 2S1, Objective One). When submitting more than one objective for this PM, sequentially number as 2S1, Objective Two.	*	PM 2S1
2	Will this objective be implemented district wide or only at one or more sites?	*	○ District Wide ○ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	*	Font Name Size

MUST USE SMART OBJECTIVES

4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	* ○ Yes ○ No
5	Measurable Objective: State the Measurable Objective including description how LEA will evaluate and continuously improve perform[illegible] objective must be SMART--Specific, Measurable, Attainab[illegible] results-oriented, and Timely.	* Font Name Size By (DATE), we will (ACTION) (RESOURCE/PERSONNEL) to integrate reading/math within curriculum for those programs with the greatest concentration of students who have not passed the AZ Merit reading or math assessments to meet/exceed the SALP. Words: 0 Characters: 0
6	Justification: Explain how the objective and/or the expenditure item will improve PM.	* Font Name Size

COMPLETE ALL THAT APPLIES

7	Expenditure Category: Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose "None of the above".	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	Expenditure Item (description only). If Perkins funds are being used, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	* Font Name Size **FULL DESCRIPTION** Words: 0 Characters: 0
9	Mid-Year Narrative: Provide the mid-year progress and status update for the objective, justification and expenditure. Due: March 31st DUE MARCH 31	Font Name Size **MID YEAR NARRATIVE**

FINAL NARRATIVE THAT ALIGNS WITH SMART OBJECTIVES

10 Final Narrative: Provide the final status for the objective, justification and ex[illegible] Due: September 1st for online narrative completed through GM[illegible]TE: Due November 30th if not submitted through GME).

Font Name Size

FINAL NARRATIVE INCLUDES:

1. FULL DESCRIPTION OF WHAT HAPPENED
2. WHAT DIDN'T HAPPEN AND WHY

Words: 0 Characters: 0

RELATED DOCUMENTS

Go To

Optional Documents		
Type	Document Template	Document/Link
CTE - Capital Outlay Worksheet [Upload up to 10 document(s)]	Capital Outlay Worksheet	Upload New
CTE Perkins Annual Program Evaluation-Action Plan Template	CTE Perkins Annual Program Evaluation-Action Plan Template	Upload New
CTE Perkins Annual Program Evaluation-APE Member Documentation Template	CTE Perkins Annual Program Evaluation-APE Member Documentation Template	Upload New
CTE Perkins Job Descriptions	N/A	Upload New
CTE Perkins Improvement Plan	CTE Perkins Improvement	Upload New
CTE Performance Measures Data (LEA will upload own documents)		Upload New
Other	N/A	Upload New
CTE Supply List	CTE Supply List	Upload New

REQUIRED

DUE MARCH 31

DUE MARCH 31

*NEW

CAPITAL OUTLAY

NEW

CAPITAL OUTLAY				
Quantity	Cost Per Unit	Description	Program	Total
				–
				–
				–
				–
				–
				–
				–
				–
				–
				–
				–
				–
				–
				–
				–
				–
				–
				–

SUPPLY LIST

Quantity	Cost Per Unit	Description	Program	Total
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-

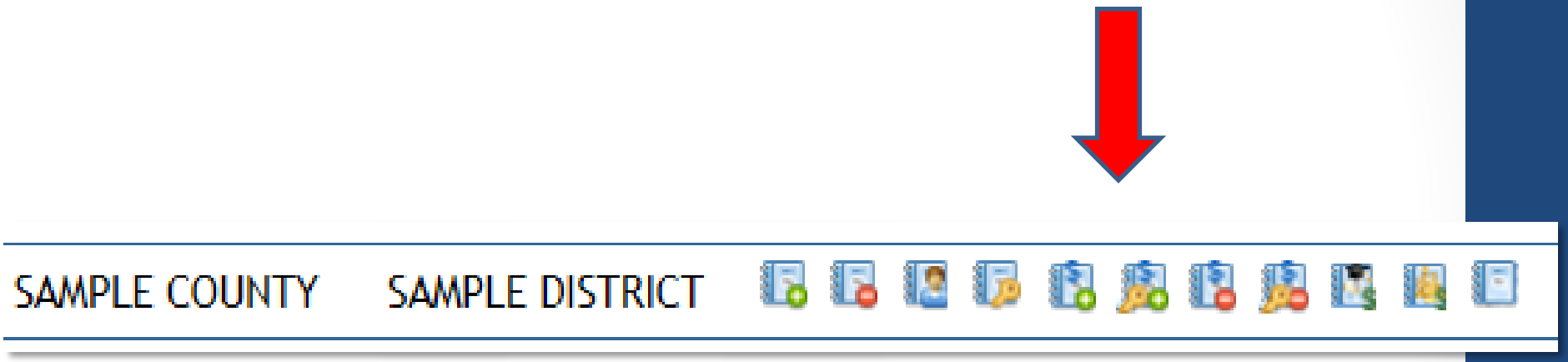
NEW

LOCATION

WHERE ARE MY REPORTS?

CTE ENROLLMENT AND FUNDING

****SCHOOL REPORTS PAGE WILL BE CHANGING



Learning that works for Arizona
CTE™

AZ Department of Education
Career and Technical Education
Perkins Grant FY2017
Desk Monitoring Report
School Year 2015 - 2016

CHECK DATE

CTE Perkins Grant Desk Monitoring - Program Assurances

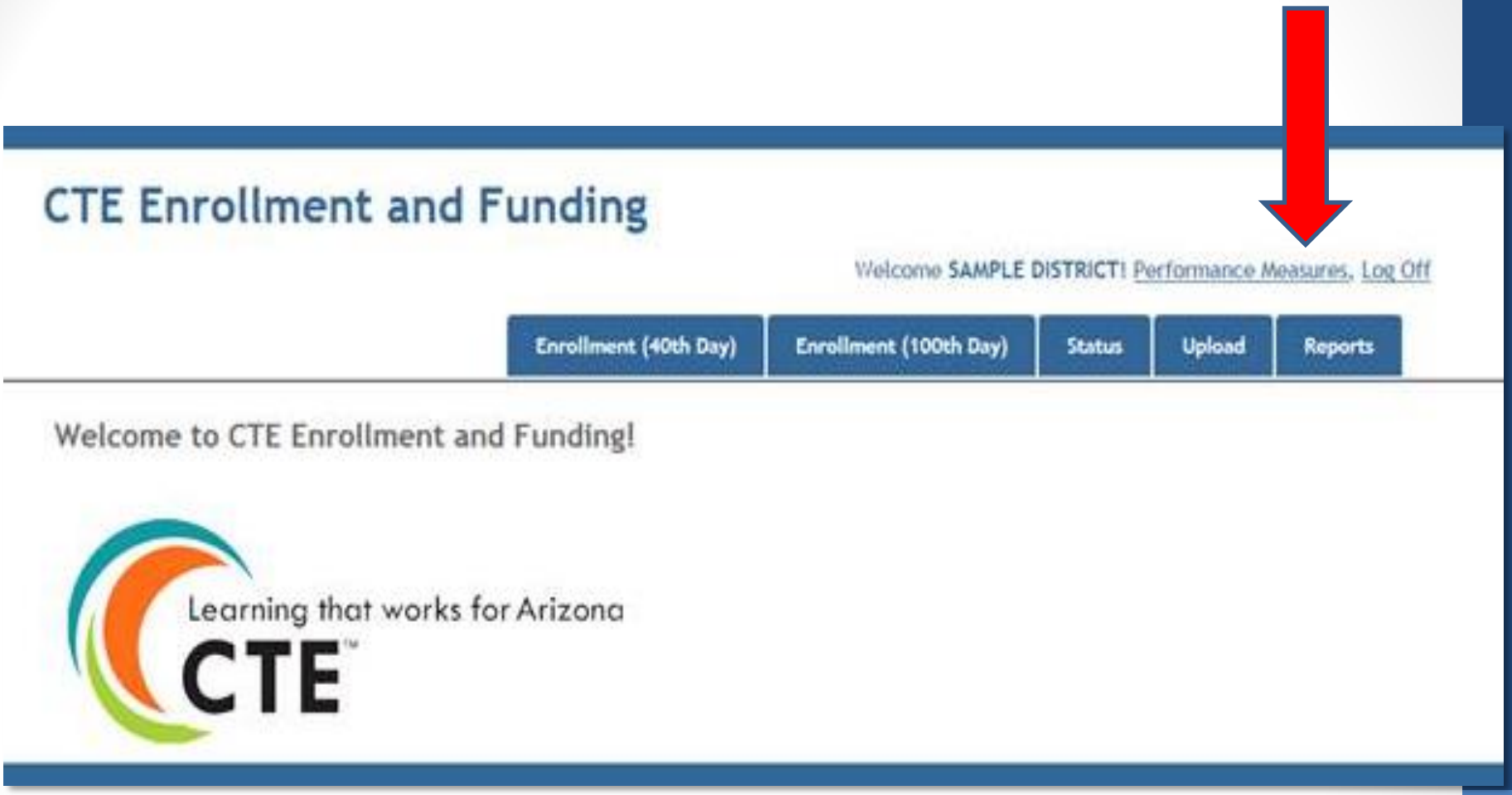
CTD: 123456

DISTRICT: SAMPLE DISTRICT

Monitoring is required for districts that receive an allocation from the Carl D. Perkins Career and Technical Education Act of 2006, ... 09 - 270 (Perkins IV). This report is an important step in promoting the accurate and reliable measure of student outcomes requi... Perkins IV. The responses to the questions provide a continuous improvement process to track the impact of the Perkins IV funds on the performance of Arizona CTE students.

The responses to the questions on program assurances should provide data and information verifying compliance with the assurances identified on the previous year's grant application. The responses must be provided and entered into the District CTE Perkins Grant no later than October 1.

DISTRICT LEVEL PERFORMANCE REPORT (DLP)



Arizona Department of Education

Arizona Department of Education
Internet Data Submission Application

Step 2

Placement
Participant/Concentrator
Enrollment
Coherent Sequence
Maintenance
Administrative
Reporting
- District Reports

Processing Perf Results by District (DLP) For 2015

Select a District :

SAMPLE DISTRICT

Finish

2015 Arizona Performance Measures Results
District Level of Performance (DLP)

CHECK DATE

CTD: 12-34-56 District: SAMPLE DISTRICT

School: All Schools within the Dist Page: 1 of 1

Date: 04/01/2016

Program Name: All Active Programs

Measu 1 Academic Reading Attainment

N. Number of concentrators who meet or exceed all the reac standards measured on the AIMS test	0	Local Performance:	0 %
D. Number of concentrators who took the AIMS test and left school	0	State Performance:	88 %
	Meet State Level of Performance?		**N/A**

Measure 1S2 Academic Math Attainment

N. Number of concentrators who meet or exceed all the math standards measured on the AIMS test	0	Local Performance:	0 %
D. Number of concentrators who take the AIMS test and left school	0	State Performance:	79 %
	Meet State Level of Performance?		**N/A**

Measure 2S1 Technical Skill Attainment

N. Number of concentrators who completed the course sequence, took and passed the assessment	0	Local Performance:	0 %
D. Number of concentrators who completed the course sequence, took the assessment and left school	0	State Performance:	78 %
	Meet State Level of Performance?		**N/A**

Measure 3S1 Secondary Completion

UPLOADED DOCUMENTS

Use template provided, save and upload to GME

- Capital Outlay and Supply Spreadsheet
  - ✓ New date on each uploaded document
  - ✓ Revisions should be made in red and update budget narrative total

UPLOAD LOCATION

Optional Documents		
Type	Document Template	Document/Link
CTE - Capital Outlay Worksheet [Upload up to 10 document(s)]	Capital Outlay Worksheet	Upload New
CTE Perkins Annual Program Evaluation-Action Plan Template	CTE Perkins Annual Program Evaluation-Action Plan Template	Upload New
CTE Perkins Annual Program Evaluation-APE Member Documentation Template	CTE Perkins Annual Program Evaluation-APE Member Documentation Template	Upload New
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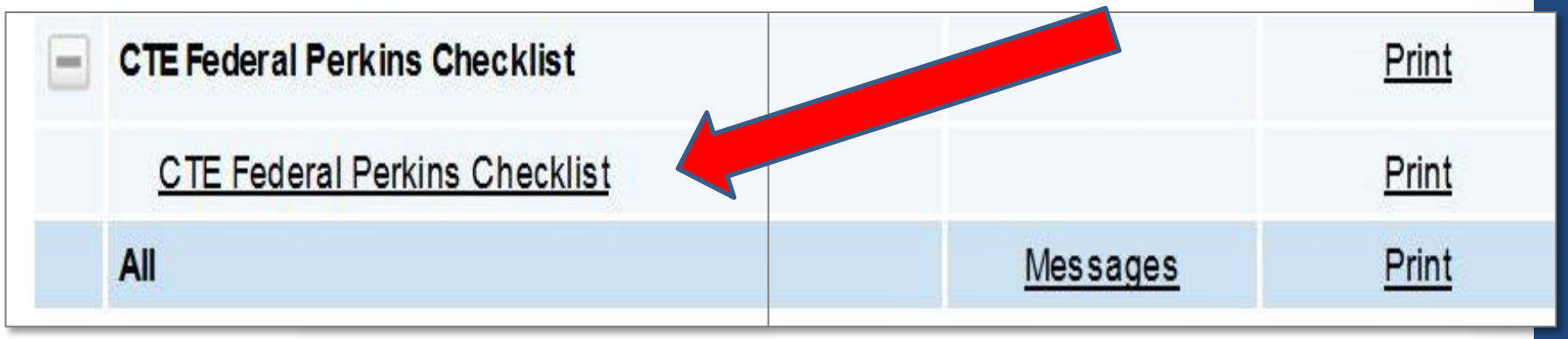
CTE Perkins Improvement Plan	CTE Perkins Improvement Plan	Upload New
CTE Performance Measures Data (LEA will upload own documents)	N/A	Upload New
Other	N/A	Upload New
CTE Supply List	CTE Supply List	Upload New

CHECKLIST REVIEW



Checklist Description (Collapse All Expand All)

1. General Statements		Not Reviewed
1. LEA agrees to Program Assurances, Fiscal Assurances, and Accountability Assurances.		
2. Federal Perkins Requirements-LEA agrees to carry out Federal Perkins Requirements.		
3. Coherent Sequence-The FY2016 Coherent Sequence has been updated at https://www.ade.az.gov/PerfMeasures/framemanager.asp and an email has been sent to claudia.galvan@azed.gov.		
2. Budget		Not Reviewed
1. All expenditures must support one or more objectives.		
2. The total allocation must be budgeted.		
3. All expenditures are listed in the appropriate function code and object code using CTE resources and USFR Chart of Accounts.		
4. Salaries must be listed in object code 6100. If positions involve face-to-face with students, use 1000-6100; if positions are support use 2000-6100. Narrative includes job title and FTE. (i.e., Instructional Aide-Culinary, .5 FTE) If new position, include "new". Job description must be uploaded into Related Documents section for each position.		
5. Benefits must be listed in object code 6200.		
6. Stipends indicate extra duty or extended contract pay (most will be in support services). Narrative must include #hours X $/hour X #people=total stipend. Stipends for district employees are charged to salaries object code 6100. Narrative must include activities to be performed. CTSO Advisor stipends are allowable in 1000-6100.		
7. Substitutes are paid only when CTE teachers attend training and professional development (including CTSO activities). Perkins does not pay subs for sick leave. Use 2200-6100 for all substitutes. Narrative must indicate # sub days X $/day = total subs.		
8. Supplies includes only program-specific instructional consumable supplies and not any general supplies. Instructional supplies (1000-6600) must include a general list of supplies with dollar amount and program area in the narrative to be considered for approval. If multi-site district, include site. Instructional software must list specific software, dollar amount and program. Support services supplies should include a general list of types of supplies.		
9. Purchased Professional Services (6300)-Use for registrations for district employees to attend CTE professional development and training activities including CTSO conferences.		

GME REQUIRED INFORMATION

- **PROGRAM AND FISCAL ASSURANCES**
  - ✓ All must be checked off
- **SMART OBJECTIVES**
  - ✓ Must be relevant ***(AZ Merit…current dates…etc.)***
  - ✓ Aligned with budget expenditures
- **MIDYEAR and FINAL NARRATIVES**
  - ✓ Aligned and in response to SMART objectives
- **RELATED DOCUMENTS**
  - ✓ Upload Capital Outlay and Supply spreadsheet ***(required)***
  - ✓ Upload Desk Monitoring data report ***(Enrollment & Funding Sys)***
  - ✓ Upload District Level Performance ***(Enrollment & funding Sys)***
  - ✓ **Upload IMPROVEMENT PLANS**
    - ❑ Clearly defined initiatives to address Performance Measure deficiency
    - ❑ Midyear narrative –update on imitative
  - ✓ **Upload ANNUAL PROGRAM EVALUATION (APE)**
    - ❑ At least 2 meetings
    - ❑ Upload all required APE documents ***(see Secondary Guidelines)***

DATES TO REMEMBER

CTE Timelines for FY 2017

PLEASE NOTE: If any of the dates below fall on a Saturday or Sunday, the item is due the following Monday. Timeline does not include Assessment dates.

CTE Grants and Reports	
Due Date	Item/Document/Report
04/16/16	ADE provides notification of FY 2017 CTE Secondary Federal Perkins Grant allocation depending on notification from the USDOE
	GME Online CTE Secondary Federal Perkins Grant Application opens
06/16/16	Deadline for FY 2017 CTE Secondary Federal Perkins Grant submittal
	Deadline for FY 2017 CTE State Priority Grant submittal (submit using 60% of FY 2016 allocation)
	Deadline for FY 2017 CTE Program of Study Consortia application submittal
08/17/16	Districts receive Final State Priority Funding notification for FY 2017 funding allocation
	Districts begin submitting revisions based on State Final Funding
10/01/16	All FY 2017 CTE Secondary Federal Perkins Grants and CTE State Priority Grants will have final approval*
	All FY 2017 Program of Study Consortia Grants will have final approval
03/31/17	Revisions due for all FY 2017 CTE State Priority projects
	Midyear Narrative Reports due for Federal Perkins grant projects through Grants Management
06/30/17	Final deadline for Fiscal amendments for all FY 2017 Federal Perkins grant projects
09/01/17	Deadline for online final narrative completed through Grants Management
09/30/17	Completion reports due for CTE State Priority grant projects
11/30/17	Final Narrative Reports due for CTE Federal Perkins grant projects not submitted through GME
	Improvement Plans submitted for Performance Measures not met within 90% in prior year
	Deadline for Annual Program Evaluation Report for 2016-2017
12/31/17	Completion Reports due for CTE Federal Perkins Grant projects

DATES TO REMEMBER

CTE Course Enrollment and Performance Measures Reporting	
Due Date	Item/Document/Report
10/01/16	Online Performance Measures System open for Graduate Placement Surveys
11/16/16	40th Day Course Enrollment Report due
	40th Day Course Enrollment Signed Verification Reports due
	ADE closes Enrollment 40th day online system after 5:00 PM
12/31/16	Complete Student Graduate Placement Surveys (students placed between Oct 1-Dec 31) may enter online through Apr 15
01/01/17	Online System opens for input of Participants/Concentrators
03/10/17	100th Day Course Enrollment Report due
	100th Day Course Enrollment Signed Verification Reports due
	ADE closes Course Enrollment 100th day online system after 5:00 PM
04/16/17	FY 2016 Placement Verification Reports due
05/01/17	ADE opens the 40th Day & 100th Day Enrollment online system
06/16/17	Participant and Concentrators Verification Reports due
	Deadline for LEAs to submit Exemption Request
	Final changes/corrections to Course Enrollment and Performance Measures data due
	ADE closes the online system after 5:00 PM
06/30/17	FY 2017 Preliminary State Funding Reports for FY 2018 funding allocation available online
07/31/17	Appeal for all funding issues due
08/16/17	Performance Measures Reports available on the ADE/CTE website
09/01/17	FY 2017 Final Funding Reports for FY 2018 funding allocation available online