



Arizona Department of Education  
1535 West Jefferson  
Phoenix, AZ 85007

.  
.  
.  
.  
.  
.  
.

Career and Technical Education

**Consolidated Annual Report  
(CAR) for FY 2015**

.....

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





UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

MAR 14 2016

Ms. Jeanne Roberts  
Deputy Associate Superintendent  
Career & Technical Education/School Improvement & Intervention  
Arizona Department of Education  
1535 West Jefferson, Bin 42  
Phoenix, AZ 85007

Dear Ms. Roberts:

We are pleased to inform you that the Division of Academic and Technical Education (DATE) has reviewed and approved your State's December 31, 2015, Consolidated Annual Report (CAR) submission pursuant to the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) (OMB Control Number 1830-0569). The report includes your narrative summary, fiscal status report and accountability data for Program Year (PY) 2014-15—the eighth program year under the Perkins IV legislation.

DATE staff reviewed State's CAR submissions from January 4 – March 11, 2016. The review team for your State's submission included your Program Administration Liaison (PAL), Regional Accountability Specialist (RAS), and College and Career Transitions Branch (CCTB) liaison. The review criteria were:

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

On behalf of the entire Division, thank you for taking the time and effort to develop and submit your CAR report. The information you provided will be invaluable to us as we review your State plan revisions, budgets, and performance levels for your Fiscal Year (FY) 2016 Perkins IV grant award, the first installment for which will be issued on July 1, 2016.

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

Sincerely,

Sharon Lee Miller, Director  
Division of Academic and Technical Education

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202

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

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

## Cover Page

### 1. Recipient Organization

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

### 2. Period covered by this report:

Start Date:	7/1/2014
End Date:	6/30/2015

### 3. PR/Award Numbers:

Title I Basic Grant to States:	V048A140003
--------------------------------	-------------

### 4. Remarks

### 5. Lead individuals completing this report:

Individual responsible for the narrative performance information	Nicole Clapeck
Individual responsible for the financial status reports	Marilyn Gardner
Individual responsible for the performance data	Nicole Clapeck
Lead individual who may be contacted to answer questions	Jeanne Roberts

# Consolidated Annual Report, Program Year 2014 - 2015

## Arizona

### Step 3: Use of Funds: Part A

---

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

Yes

The Arizona Skill Standards Assessment System originated in 2007 in response to state and federal legislation requiring students to pass an end-of-program assessment leading to industry credential, postsecondary education, and/or employment. Since its inception, the assessment system has become a secure, reliable, online test application owned by the State of Arizona and housed in the Arizona Department of Education (ADE). School districts and community colleges access the system on the ADE CTE website to register students for the assessments, conduct assessments, and access summary reports. Assessment results are also used for state and federal reporting purposes. The Arizona Career and Technical Education Quality Commission is the validating entity for the assessment system, encompassing the assessments, certificates, and transcripts. These major business and education representatives meet on a regular basis and work diligently in their role as advocates for accountability and excellence in Career and Technical Education in Arizona.

The end-of-program assessments are designed for CTE students who are in their final Carnegie Unit of the state-identified sequence of courses for a program. Each assessment consists of 100 multiple-choice items with four optional answers aligned with program technical standards. Students have two opportunities to take the test. The Practice Assessment Window allows for the piloting of new items and helps teachers identify program areas for improvement. The Final End-of-Program Assessment Window provides students with transcripts and certificates based on meeting the established pass score requirements.

Each CTE program assessment is given a pass score based on the newness of the program technical standards, status of program implementation, number of students being assessed, and status and history of the test items. This evidence-based practice is the outcome of professional, informed judgment regarding what level of test-taker competence constitutes mastery and requires regular monitoring to ensure alignment with stakeholder objectives. Pass scores are reviewed annually by a stakeholder committee representing such areas as CTE administration, instructional design, curriculum development, staff development, and career services. In spring 2015, 27,669 secondary students and 62 community college students took the assessments. The students who met or exceeded the program assessment pass score received certifications and transcripts endorsed by the Arizona Career and Technical Education Quality Commission.

Arizona business and industry representatives contribute to the success of the Arizona Skill Standards Assessment System by serving on Technical Standards Validation Committees. Technical standards are knowledge and skill statements about practices and processes used in design, manufacture, installation, and engagement of a material, product, or assembly, as well as, practices and processes related to development, management, and provision of services. Technical standards represent the entry-level performance of work in a job or occupation. Without industry-validated technical standards, teachers are without a framework around which to base occupational instruction and assessments cannot be created. CTE program standards are aligned with nationally recognized standards when available and appropriate. During 2014-2015, nearly 90 business and industry representatives were involved in developing and/or updating and validating standards for the following CTE programs: Law, Public Safety and Security, Business Management and Administrative Services, Automation/Robotics, Architectural Drafting, Mechanical Drafting, Bioscience, Veterinary Assistant (new), Network Technologies, Web Page Development, Computer Maintenance, Software Development, and Health Information Technology (new).

Ongoing opportunities involve CTE teachers in the development and analysis of assessment items. Committees comprised of secondary and postsecondary teachers as content experts convene on Super Saturdays and at Teacher Institutes. During 2014-2015, teacher committees involving nearly 300 educators convened on Super Saturdays in January, April, and/or May to develop items for the first time, to analyze assessment results, improve assessment items, and/or to realign current items to newly updated standards for the programs listed previously. Teachers will meet in June and July at the Teacher Institutes to continue this process with other programs. A time for teachers to experience taking the assessments is being planned for late August and early September.

Finally, all of the assessment work is housed in the Assessment Management System, a secure system accessed on the Internet requiring an approved login and password. This relational database is designed to ensure that each assessment component is recorded in one place so that insertions, updates, and deletions maintain consistency. The physical design is driven by performance requirements with features that include linked files which enable access to reports for each CTE program including the Item Review, Item Count Worksheet, Blooms Overview, Item Analysis, and Assessment Statistics. To develop criterion-referenced assessments that contain valid and reliable items in each program area, staff relies on aggregated student performance on assessment items that is then analyzed by teacher committees. Entering new and updated standards/measurement criteria and new and edited items into the system is an ongoing, methodical, and intentional process. There are currently 58 end-of-program assessment item banks housed in the Assessment Management System totaling more than 12,000 assessment items.

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

Yes

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

# Consolidated Annual Report, Program Year 2014 - 2015

## Arizona

### Step 3: Use of Funds: Part B

---

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

Arizona provided various services during 2014-2015 using Perkins Leadership funds throughout the state to improve CTE programs and to benefit CTE students, including special populations. To meet Perkins requirements, those programs encompassing high skill, high demand, and high wage occupations continue to direct the list of state-approved CTE programs offered throughout Arizona. To determine these high skill, high demand, and high wage programs, Arizona continues to utilize ONET data and analysis as in prior years.

To assess the quality and student success in CTE programs, Arizona CTE continues to implement and improve/refine an online Performance Measures System for collecting and reporting all CTE program data to address Perkins requirements. The accountability/data system is developed and implemented utilizing Perkins Leadership funds as overseen by Arizona CTE staff. During the 2014-2015 school year, the data collection system was expanded to collect data regarding academic credit earned through CTE programs and industry-recognized certifications earned by CTE students. This initiative has a positive impact on the improvement of Arizona's CTE programs. The data is available in a variety of reports that address performance measure attainment by CTE program, school, and LEA. The data is also available by each of the subgroups identified in the law. These reports are used by state staff to determine program approval status. They are also used to identify student subgroups, programs, and LEAs that need technical assistance in developing their local Improvement Plan as required in the law. And finally, the performance measures reports are used by LEAs to develop objectives supported by Perkins funds in their Perkins Grant Application.

Arizona has continued to use Perkins Leadership funds for assessment item development, analysis, and improvement in 58 CTE programs. LEAs are expected to assess their eligible students in the Arizona CTE Online Assessment System. After students complete their CTE practice assessment, individual and classroom results are immediately available to CTE teachers and students. These results serve as a tool to improve instruction and delivery of CTE program standards. Disaggregated reports are available at several levels: student subgroups, program, high school site, district, and Joint Technical Education District (JTED) level for use by state and local staff to assess for necessary program improvement.

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

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

Eligible agencies may use Carl D. Perkins funds to expand technologies appropriate for that specific occupational area, as well as increasing the use of technology in the delivery of 71 programs on the CTE Program List. The Arizona 2014 Career and Technical Education/Association for Career and Technical Education (CTE/ACTE) Conference offered sessions for CTE teachers to improve their skills in the use of technology. Sessions focused on the use of instructional technologies and social networking tools, as well as, occupationally specific software and programs to keep teachers current with industry trends. The sessions were conducted in three interactive, hands-on computer labs consisting of 30 computer stations each. These labs offered a variety of professional development opportunities in program areas related to the effective use of technology in the CTE classroom.

Industry Validated Standards and Technical Skill Assessments for 12 technology based CTE programs were developed. The programs are: Law, Public Safety and Security, Business Management and Administrative Services, Automation/Robotics, Architectural Drafting, Mechanical Drafting, Bioscience, Veterinary Assistant (new), Network Technologies, Web Page Development, Computer Maintenance, Software Development, and Health Information Technology (new).

In partnership with the Maricopa County Community College District's National Center for Teacher Education, ADE CTE participated in the Student and Teacher Technology Transformation Teams (ST4) grant. The ST4 grant is an NSF funded project for increasing the ability of secondary Science, Technology, Engineering, and Mathematics (STEM) teachers and students to collaboratively learn and apply STEM skills using Information and Communications Technology (ICT). The goals of the grant are to: (1) improve learning effectiveness and collaborative skills of teachers and students in STEM programs via ICT training and design-based learning; and (2) expand, disseminate, and sustain the ST4 Training Model, curriculum, and positive impacts in CTE programs in Arizona and nationwide.

Four CTE programs were targeted to participate: Agriscience, Bioscience, Engineering, and Information Technology. As a result of this ST4 grant, 40 CTE teachers and 200 student leaders in the four STEM-related programs received direct training and implemented ICT and design-based collaborative learning in STEM-related CTE courses that serve over 1,000 students. The teacher/student teams participated in training sessions that began May 2012 and concluded on September 30, 2014 with the ending of the grant. The outcomes of the NSF ST4 grant include: (1) 134 DBLLs created by STEM and CTE high school teachers; (2) a template and process established for guiding teachers in creating design-based learning labs for the classroom; (3) a fully online professional development model designed for teachers focused on increasing the ability of STEM teachers and their students to collaboratively learn and apply STEM skills using design-based learning and technology tools; (4) a DBLL booklet produced using labs designed by grant participants and connected to career pathway programs at Maricopa Community Colleges; and (5) a workshop created for TechShop on 3D Printing Terrains. The ST4 online training course and resources continue to be used by multiple institutions and are available for anyone to adopt or adapt.

ADE CTE, in partnership with the University of Arizona (UA), continues to expand the Arizona CTE Online Assessment System. CTE Technical Skill Assessments are administered twice annually to CTE students completing the final course of a CTE program. Two webinars were provided using the CTE Assessment System Administration Guide to train CTE and LEA personnel in the implementation and use of the Arizona CTE Online Assessment System. CTE teachers were able to experience taking the online assessment for their program area during an online testing session designed for teacher participation in September 2014.

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

Professional development activities were provided by ADE CTE staff through a variety of partnerships. One such partnership is a contractual agreement with the University of Arizona to enhance technical skills assessment development and evaluation through professional development opportunities such as Super Saturdays, Summer Institutes, and programmatic assessment development sessions. Professional development opportunities were also provided that focused on industry updates and current practices in industry. Topics included: Culinary Camp, Construction Days, A Taste of Welding, Anatomy By Clay, Automotive Technologies Updates, Workplace Employability Skills as well as a variety of other CTE content areas. Topics related to career guidance and counseling, academic integration, and expanding the use of technology were provided through ongoing sessions focused on Programs of Study, Math-In-CTE, Higher Order Thinking in Math, Arizona Career Information System (AzCIS), and ST4 Grant training. In addition, ADE CTE partnered with the Arizona Association of Career and Technical Education (ACTEaz), Western Maricopa Education Center (WestMEC), and Pima County Joint Technical Education District (Pima JTED) to offer professional development opportunities statewide. Topics offered focused on curriculum enhancement and development such as Effective Classroom Management, New Teacher Induction, Instructional Best Practices, Work-based Learning, and Standard English Immersion with CTE Emphasis. The topics listed are only a representative sample, a complete list of professional development offerings and participation data is available upon request. Strategies were used to provide sustainability and follow-up for teachers, administrators, and career/academic guidance counselors for the purpose of increasing student achievement by improving instruction and assessment.

ADE CTE and Career and Technical Student Organizations (CTSOs) collaborated to sponsor the Arizona CTE/ACTE 2014 Summer Conference to support the mission/vision of CTE in Arizona as well as provide a venue for continuous professional development. The 2014 annual conference was attended by 2,007 professionals representing education, business and industry, and government participating in 285 sessions.

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

Postsecondary constituents have participated in several conferences and meetings both as presenters and participants. Representatives attend CTE Administrators meetings and are included on the agenda for information sharing. Community College deans also attend breakout sessions facilitated jointly by the Arizona Occupational Administrators Council (AOAC) State President and an ADE representative to discuss statewide issues and to clarify expectations for Perkins compliance.

The annual Arizona CTE/ACTE Summer Conference affords colleges the opportunity to share program information, understand issues facing their feeder schools, and network with other CTE professionals. Breakouts specifically targeting postsecondary issues are also offered.

Statewide meetings for CTE administrators and institutional research staff are held at least yearly. Perkins administration and compliance requirements are shared at those forums.

Programs of Study meetings are held quarterly to share and discuss strategies to implement career guidance and program information.

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

During 2014-2015, utilizing \$60,000 of Perkins Leadership funds, Arizona continued to support preparation for CTE students in nontraditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage and high demand occupations. As in the past eight years, this funding supported the partnership with the Southwest Institute for Research on Women (SIROW) at the University of Arizona on the Nontraditional Recruitment and Retention Program under the name of Project CHANGE (Career, Harassment, And Nontraditional Gender Education) to secondary schools and educators throughout the State of Arizona.

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

- \* Providing information to educators and students, including special populations, that will increase enrollment and retention in CTE courses that lead to nontraditional careers in high skill, high wage, and high demand occupations;
- \* Providing nontraditional CTE professional development opportunities and resources to secondary educators throughout Arizona; and
- \* Coordinating nontraditional events with other known and respected entities that provide opportunities for students in middle school through high school to participate in nontraditional CTE and academic experiences.

Pedagogical techniques of these services included:

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

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

SIROW program staff facilitated more than 331 presentations to 11,216 students on gender and nontraditional careers, sexual harassment, cyberbullying, and CTE awareness. SIROW presented 8 workshops to 198 faculty/staff that focused on recruitment and retention techniques for nontraditional students, sexual harassment awareness/prevention, and cyberbullying awareness/prevention. Project CHANGE worked with 44 different Arizona schools. More than 400 Arizona schools were contacted and given the opportunity to receive services SIROW provides; however, extensive targeted outreach methods were used to engage those schools that classified as underperforming during this reporting period.

SIROW program staff attended eight statewide conferences over the fiscal year. These conferences included several Career and Technical Student Organization conferences, local CTE Administrator meetings, Mid-Winter Conference, and the CTE/ACTE Summer Conference. In addition to secondary schools, SIROW partnered with other educational programs to expand the reach of our services to include, programs at community college campuses, including the 7th Annual Western Arizona College Nontraditional Career Fair, Tucson Unified School District's "Suspended Education" program, Upward Bound programs, and EdCamp, a local educators' collaborative conference.

SIROW staff provided the opportunity for Arizona educators to take the Nontraditional Careers 101 online class for 10 professional development hours, and the Nontraditional Careers 102 online course for 20 hours of professional development credit. In addition to the professional development hours, the educators who have completed or will complete either online course have the opportunity to receive Continuing Education Units through the University of Arizona. Although no educators enrolled and participated in the two online courses in fiscal year 2015, the SIROW staff will reconsider the viability of continuing to offer online professional development courses. It was determined that lack of interest in these two online courses was partly due to educators obtaining continuing education in a multitude of alternative ways that seem to meet their professional development needs.

The Project CHANGE partnership with ADE CTE has demonstrated a continuous commitment to provide Arizona CTE students, including special populations, and educators with successful outreach and strategies for providing preparation for nontraditional fields leading to high skill, high wage occupations. We anticipate that Project CHANGE will continue to grow and impact our commitment to provide students and educators in Arizona with strategies for increasing their exposure to and knowledge of nontraditional careers.

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

Arizona's state-approved program list reflects only CTE program offerings which incorporate high skill, high wage, and high demand occupations, per Perkins requirements. This program list is determined by analyzing Arizona's labor market data, while incorporating academic and technical skill requirements, as well.

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

The Program Assurances Monitoring Data for FY2015 was captured through the online Grants Management System in the FY2016 Perkins application. For each program assurance, the LEA must report participation and success of CTE special populations attainment each year, which includes students with disabilities and male/female participation. Through the program assurances monitoring the level of student success data, non-special populations' concentrator rates are compared to special populations' concentrator rates. If special populations attainment results are low or disproportionate compared to non-special populations attainment results, LEAs must create an objective to improve services and ensure success for special populations to meet/exceed the SALP and prepare them for high skill, high wage, or high demand careers. Other reporting instruments are utilized as well, such as mid-year and final narrative reports and Program Improvement Plans for LEAs not meeting 90% of the SALP. Additionally, per Perkins requirements, the LEA Annual Program Evaluation (APE) process must include representatives of special populations in order to help ensure the success of special populations in CTE programs.

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

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

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

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

- \* Fiscal Management staff - financial and management and enrollment information systems.
- \* Career and Technical Student Organization (CTSO) staff - conferences, new teacher training, advisor training, officer training, and specific CTSO organization and program issues.
- \* Accountability staff - data quality and analysis, including online technical assessments, technical skill attainment, program evaluation and improvement, and postsecondary articulation.
- \* Grants Program Specialist staff - federal Perkins grant application, required components and implementation including coherent sequence of instruction and Programs of Study, and on-site civil rights compliance review orientation.
- \* Program Specialist staff - specific program direction for all 71 programs, program monitoring and improvement, professional development, and career and guidance counseling.

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

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

In addition, Arizona CTE staff provided technical assistance to the LEAs that did not meet the State Adjusted Level of Performance (SALP), to develop an improvement plan to improve performance measures attainment.

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

ADE has assigned a specific postsecondary liaison to help with compliance issues, performance suggestions, and grants accountability. Regular phone, email and in-person communications are available. The ADE representative is invited to attend most statewide community college meetings to answer questions, offer assistance, and do "mini" trainings on relevant issues.

Additional technical assistance was provided during the ADE CTE Administrators' meetings held throughout 2014-2015 for secondary and postsecondary levels. Technical assistance was provided to secondary and postsecondary attendees in the following areas:

- \* Secondary and postsecondary collaborative initiatives in developing Programs of Study and consortium activities.
- \* Providing accurate and timely data to assist in preparing the Consolidated Annual Report.
- \* Strategies to improve data reporting for performance measures.
- \* Third party certifications and credentialing.
- \* Technical Standards and Technical Skill Assessments.
- \* Best practices for understanding performance measures and developing improvement plans.
- \* Embedded academic credit in CTE.
- \* Work-based learning opportunities.
- \* Integrating Workplace Employability Skills into CTE programs.
- \* Providing opportunities for students to participate in Microsoft® IT Academies.
- \* Presented the new FY2016 CTE Program List based on labor market information.
- \* Understanding the new Uniform Grant Guidance and implementing policies and procedures into the grants management system.
- \* Strategies to improve nontraditional participation and completion and recruitment and retention of special populations students in CTE programs.

The Arizona 2014 Annual CTE Summer Conference in partnership with Arizona ACTE, provided one week of professional development/technical assistance opportunities for 2,007 CTE educators, administrators, and stakeholders. Two hundred and eighty-five sessions were conducted, focusing on topics such as Perkins funding and requirements, data collection/reporting, College and Career Ready Standards, trade show/expo, technology, CTSOs, strands addressing each program area, administration, Programs of Study, interdisciplinary, and postsecondary. Nationally known speaker and psychologist, Dr. Adam Sáenz, inspired attendees with his presentation, "The Power of a Teacher".

## 7. Serving individuals in state institutions

### Part I: State Correctional Institutions

#### Amount of Perkins funds used for CTE programs in state correctional institutions:

198539

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

571

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

The Arizona Department of Juvenile Corrections (ADJC) in cooperation with ADE CTE developed a local plan and application goals appropriate for the population and setting to include the following CTE services and activities:

- \* CTE programs: The focus of the project during this fiscal year was on Automotive Technologies, Culinary Arts, Cosmetology, Graphic Arts, Building Trades, Energy Auditing, and Fire Science.
- \* School to Work Transition program guides students in career exploration to identify job preferences, job readiness, and social skills. Additionally, transition services teach students financial skills that are needed to successfully seek employment after release from secure care.
- \* Fully certified CTE teachers are utilized.

- \* Professional development opportunities on Arizona College and Career Ready Standards, assessment development techniques, lesson planning, differential instruction, and multiple assessment strategies for special needs and ELL students through the CTE/ACTE Summer Conference. Career counselors also participate in professional development opportunities to assist students in career planning and career literacy.
- \* ADJC also participated in the Arizona Curriculum Consortium professional development and has access to lessons and curriculum guides that are available for the CTE programs.
- \* Employment of a Literacy Coach to work with teachers on integrating Arizona College and Career Ready Standards and accommodations along with curriculum alignment. The Literacy Coach also provided career opportunities and partnerships via ITV to students in secure care. Perkins supports .4 FTE of the position.
- \* CTE teachers and core academic teachers collaborated to create cross curriculum opportunities and to provide relevance.
- \* Incorporation of new technology and industry validated software into existing CTE classes to allow students to be more employable and to earn mastery certificates for their portfolio.
- \* Student participation in career related furloughs for each of the programs and career fairs. To address transition and nontraditional issues, guest speakers, and other career awareness and transition activities, including distance learning, are provided.
- \* Students earn board hours towards professional licenses in Cosmetology and are eligible to sit for the state board exam and in Culinary Arts, students earn food handlers cards.
- \* Postsecondary partnerships have been developed to support CTE Programs of Study. Students have the opportunity to earn advanced credits in designated CTE classes and take accredited exams through the link to postsecondary education. Students receive credits and/or certifications through online courses, or if applicable, furloughs.
- \* Students participated in career planning opportunities using AzCIS and other Arizona designed resources to create their personal Education Career Action Plan (ECAP) graduation portfolio. Use of outside resources to introduce students to career possibilities, apprenticeship programs, and external job training options.
- \* Provided tutoring and accommodations through the use of assistive technology for students with special needs to master academic performance objectives in all CTE classes. Full inclusion model is practiced using specific services and accommodations for special populations, following the students' Individualized Education Plans (IEPs).
- \* Performance highlights include 107 GEDs and 80 high school diplomas awarded.
- \* Approximately 205 students had IEPs and no students participated in the English Language Learner program during the 2014-2015 school year.

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

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

50663

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

81

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

Perkins funds (\$50,663) were allocated to the Arizona School for the Deaf and Blind (ASDB) and a local plan and objectives were developed in cooperation with ADE CTE. The plan was to provide opportunities from the Phoenix Day School for the Deaf campus to attend Career and Technical Education programs at a neighboring CTE site. Students participated in Automotive Collision, Automotive Technology, Construction Technology, Culinary Arts, Early Childhood Education, Education Professions and Gaming and Application Design. Students completed the entry level courses to acquire entry level careers skills. Services included sign language interpreters, assistive technology such as FM system, videophone system, real-time captioning and closed/open captioning all of which promoted effective access to communication and learning. Grant funds were used to support partial tuition fees for students and purchase special assistive technology which enabled students to have equal access to telecommunication. Seventeen juniors and seniors participated in the programs mentioned. There were no GEDs awarded; and 22 students were awarded diplomas.

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

Yes

Arizona public charter schools are eligible for the same resources and services to support CTE as non-charter public schools. During 2014-2015, three public charter schools participated in the federal Perkins Grant process offering a variety of CTE programs. Charter school teachers, guidance counselors, and staff received the same technical assistance and professional development opportunities as non-charter public schools.

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

No

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

No

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

No

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

No

# Consolidated Annual Report, Program Year 2014 - 2015

## Arizona

### Step 3: Use of Funds: Part C

---

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

The 2014-2015 school year required full implementation of Arizona's College and Career Ready Standards at all grade levels. Arizona's College and Career Ready Standards and academic course assessments are deemed to be critical to Arizona's economic development. CTE is seen as an avenue for delivery of College and Career Ready Standards. CTE staff participated in agency-wide professional development focused on the College and Career Ready Standards in mathematics and language arts.

Due to the increased academic expectations, ADE CTE, in collaboration with the University of Arizona, provided training for CTE and math teacher-teams to continue the task of crosswalking the Arizona College and Career Ready Standards in mathematics, science and economics that could be taught supporting the CTE Standards/Measurement Criteria within a CTE program. Twelve additional CTE programs were analyzed in FY2014 for embedded Arizona College and Career Standards in mathematics, science and economics. Twenty CTE programs have been analyzed for embedded Arizona College and Career Ready Standards to date: nine programs in mathematics, seven programs in science, and four programs in economics. CTE and academic content teacher-teams were paid stipends to complete crosswalks for the designated CTE programs. As a result, the following CTE programs have been approved by the State Board of Career and Technical Education as eligible for local governing boards to grant embedded academic credit:

Approved as eligible for a 4th credit in mathematics pending local governing board approval:

- \* Accounting and Related Services
- \* Architectural Drafting
- \* Automotive Technologies
- \* Business Management and Administrative Services
- \* Construction Technologies
- \* Engineering Sciences
- \* Mechanical Drafting
- \* Software Development
- \* Welding Technologies

Approved as eligible for .5 credits in economics pending local governing board approval:

- \* Agribusiness Systems
- \* Entertainment Marketing
- \* Entrepreneurship
- \* Professional Sales and Marketing

Approved for 1 credit in science if the program offers a 3 Carnegie Unit course sequence. If the program offers a 4 Carnegie Unit course sequence, the program is eligible for 2 credits in science pending local governing board approval:

- \* Agribusiness Systems

- \* Animal Systems
- \* Environmental Service Systems
- \* Food Products and Processing Systems
- \* Natural Renewable Resources Systems
- \* Plant Systems
- \* Power, Structural and Technical Systems

Arizona CTE used Leadership funds to continue to expand and build LEA capacity to provide professional development implementing Arizona's College and Career Ready Standards in mathematics using the National Research Center for Career and Technical Education (NRCCTE) Math-in-CTE Model. This process of academic integration into curriculum and teaching practices for CTE programs has been shown to have a significant positive impact on student learning in mathematics with no loss to CTE area content. Increasing CTE students' mathematical performance was evidenced in a 2005 NRCCTE study. During FY2015, three Math-in-CTE cohorts were formed focusing on instructional integrity significant for academic credit in mathematics.

One of the goals for the NRCCTE is to assist states in building capacity to provide the facilitation and expansion of these communities of practice using teacher-teams that have completed the process. All of the above listed projects were facilitated with the support of ADE CTE staff by CTE and Math teachers who had previously completed this professional development. To continue developing interest and showcasing this professional learning, CTE and Math teacher-teams presented at a CTE Administrators meeting, the 2014 CTE/ACTE Summer Conference, and the 2015 Leading Change Conference.

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

ADE CTE continues to build and promote partnerships with the state's universities, community colleges, other agencies, professional associations, business and industry, and foundations to build strong, relevant CTE programs and enable students to achieve the state's academic standards. During 2014-2015, examples of CTE partnerships are:

- \* The University of Arizona to provide professional development opportunities to CTE teachers, to develop and validate program standards, and build effective program assessments.
- \* Arizona CTE Curriculum Consortium with over 90% of the school districts as members. The Consortium and ADE are partnering to create Curriculum Guides to implement a bridge between Standards and Assessments and the Wiki has almost 4,000 lessons.
- \* The ACTEAZ Premier Program Series which provides professional development and training across the state in Instructional Best Practices and aids in the recruitment and retention of teachers.
- \* Community colleges throughout Arizona to align CTE programs to build the foundation for Programs of Study.
- \* Focused partnerships with the University of Arizona Bio-5 to develop a Program of Study for Bioscience. The partnership offers on campus experiences for high school seniors as well as provides professional development for secondary bioscience teachers to align curriculum, instruction, and credentialing to meet requirements for dual enrollment as an essential element of the Program of Study.
- \* Focused partnerships with the University of Arizona Engineering and Arizona State University Poly-Technical Institute to develop a Program of Study for Engineering Sciences and Information Technology. The partnership provides professional development opportunities for secondary engineering teachers and information technology teachers to align curriculum, instruction and credentialing to meet requirements for dual enrollment as an essential element of the Program of Study.
- \* Partnership with Science Foundation Arizona to enhance the Program of Study with Engineering Sciences and the University of Arizona.

\* CTE worked collaboratively with AzTransfer Organization to align postsecondary Program of Study and articulation information within the Course Planner in the AzCIS system. This work now enables Arizona students and advisors to better prepare secondary students to select high school course work, dual credit course opportunities, and postsecondary courses that lead to a certificate, degree, and eventually appropriate career. Additionally, the Arizona Career Leadership Network was formed consisting of educators, counselors, administrators, business and industry partners, workforce development, and government agencies to implement high quality Education Career and Action Plans to ensure students will be equipped with the knowledge and tools necessary to pursue a career and achieve economic independence.

\* Reserve funds were used to support innovative projects which provided opportunities for CTE students to obtain industry certifications, licenses, and credentials.

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

\* The Arizona Dream It Do It launch included collaboration between Maricopa Community Colleges, ADE CTE, and Arizona Manufacturing Partnership to introduce the program to area schools, employers, and economic development and professional organizations.

\* Arizona Manufacturing Partnership with strong business and industry support to create a pipeline from secondary to postsecondary to the workforce and breakdown the barriers to entering the manufacturing industry. A subsidiary Education/Manufacturing partners work group formed to promote careers and opportunities in manufacturing, supported EDUFactor in 40 high schools and promoted the industry through October designated as Manufacturing Month.

\* Partnership through legislation which supported the Microsoft® IT Academies and supported over 200 site licenses.

\* Governor's Council on Workforce Policy and Arizona Workforce Connection/Workforce Arizona Council involve the Arizona Departments of Education, Economic Security and Arizona Commerce Authority working together to provide opportunities for secondary, postsecondary, and adult students to access education and training opportunities in workforce development. The group also works collaboratively with the state legislature to develop statewide workforce policy. Note: Workforce Arizona Council was disbanded after the June meeting to prepare for the new council under WIOA.

\* Collaboration and participation in planning for the implementation for the State Plan for WIOA with Arizona Department of Economic Security, Arizona Commerce Authority, Arizona Chamber of Commerce, community colleges, Adult Education/ADE and other workforce development partners.

\* Arizona Automobile Dealers Association: This ongoing three-way collaboration between the automotive industry in Arizona and nationally (Detroit) and ADE CTE statewide to support the NATEF/AYES national automotive initiative to develop the industry's future workforce through secondary and postsecondary collaboration.

\* Partnership with the Association for Construction Career Development provides sponsorship for the Arizona Construction Career days. The Arizona National Guard hosted the 13th annual event with more than 55 community partners providing hands-on construction-related experience to 1,897 high school students from 75 schools located in 13 Arizona counties.

\* Partnership with the Arizona Masonry Contractors Association which provides professional development for teachers and creates opportunities for internships and apprenticeships.

\* STEM Council: The Science Technology, Engineering, and Math Center created by government agencies, educators, and business and industry continued work to develop and expand the collaboration between academic science, physics, chemistry, CTE engineering/manufacturing/robotics programs and industry to increase the preparedness of students for high wage, high skill careers in the future.

\* ACOVA-CTE Administrators professional organization and Association for Career & Technical Education Arizona (ACTEAZ) continue to collaborate with ADE CTE on various professional development opportunities for CTE instructors and administrators.

\* JTED Council (Superintendents from the Joint Technical Education Districts in Arizona) have collaborated with ADE CTE by allowing a representative from ADE CTE to attend the meetings and assist in finding solutions for various CTE opportunities that will assist CTE students in Programs of Study and the CTE programs.

\* ADE CTE partnered with business and industry and other educational entities to form the Global Pathways Institute (GPI) in Arizona which was created to help lead a national movement to find effective solutions to prepare young people to lead successful lives. In Arizona, GPI is working to increase pathways to high school graduation, improve career guidance, and expand business involvement in education. A Southwest Pathways conference was held in May which was a collaboration of business and industry, secondary and postsecondary educators, workforce development, chambers of commerce and career counselors sharing a vision to provide young people with a pathway to economic independence.

\* Arizona CTE Quality Commission is comprised of top-level business and industry representatives with the purpose of endorsing the technical standards and the technical skill assessments along with being advocates for career and technical education.

\* ADE CTE is a participant in the Center for the Future of Arizona Pathways to Prosperity and Jobs for the Future initiatives.

\* A continued partnership with First Things First to develop and implement the Rigorous Program of Study in the Early Childhood Education pathway (RPOS grant ended 9/30/14).

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

Yes

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

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

Beginning in the fall of 2011 and continuing into school year 2014-2015, regional workshop-trainings were offered through the JTED sites to ensure that high school counselors and postsecondary advisors were knowledgeable and had current information for CTE students regarding Programs of Study. This venue is being used to promote the upcoming Rigorous Program of Study's eighth element – of providing “guidance counseling and academic advisement” for all CTE students. Work time has been provided to ensure that site-specific CTE Program of Study templates have been developed and are being used by school counselors.

During late spring/early summer 2015, a collaborative effort was made between Career Guidance, CTE and the University of Arizona to enhance the knowledge and skill of school guidance counselors regarding “Career Ready” by developing a curriculum for professional development to be embedded in the professional learning plan for school counselors. In addition, school counselors will be able to earn credit through this specific professional development activity to meet state certification requirements.

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

Yes

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

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

Yes

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

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

Yes

Arizona supports seven CTSOs including DECA, FCCLA, FBLA, FEA, FFA, HOSA, and SkillsUSA. Funding support comes from the state estimated to be \$1.2 million for CTSO activities and includes a portion of Leadership funds. During 2011-2012, CTSO participation became a required essential element for programs to participate in Perkins funding. CTE supports activities that enhance CTSO participation, including 14 professional development activities for all 7 CTSO Chapter Advisors, 7 chapter officer trainings, 7 curriculum integration events, 30 state and regional conference activities, and engagement of business and postsecondary partners in all CTSO activities.

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

Yes

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

The Workplace Employability Skills Project in partnership with the University of Arizona and Corporate Education Consulting, Inc. and in conjunction with the Arizona Chamber of Commerce and Industry and Arizona JTEDs developed professional development materials and strategies to integrate and contextualize the Workplace Employability Skills (WES) Standards (adopted in July 2011) in the classroom. Final rubrics for the nine WES standards were approved on December 18, 2012. During FY2015 Workplace Employability Skill standards, rubrics and supporting teacher resources were disseminated and implementation sessions conducted through various professional development sessions and conferences. In addition, the CTE Professional Development Program Specialist and the State Career Guidance Counselor Program Specialist teamed to offer a variety of professional development opportunities to school counselors focused on Workplace Employability Skills.

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

ADE CTE, through a partnership with ACTEaz, supported the development and implementation of a series of ongoing professional development courses open to all CTE teachers and offered in a variety of locations throughout the state. The intent is to make high quality, intentionally designed professional development opportunities that are applicable for the renewal of CTE teacher certification accessible and affordable. The professional development series is called "Premier Series" and includes courses in:

- \* Classroom Management
- \* Instructional Best Practices Laboratory Safety and Management
- \* CTE Program Management
- \* CTSO Officer Training
- \* Effective Demonstrations
- \* CTSO Advisor's Toolbox
- \* Embedded academic credit opportunities in CTE
- \* Work-Based Learning

During FY2015 the Arizona Curriculum Consortia in partnership with ADE CTE, Arizona JTEDs, and local school districts continues to serve the state. The Arizona Curriculum Consortia coordinates and utilizes expertise throughout the state to create curriculum guides, lesson plans, and teacher resources that are aligned to State Technical Skill Standards for CTE programs. The resources are housed on the Arizona Curriculum Consortia website and are available for all CTE program instructors in districts that are participating in the consortia partnership.

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

No

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

No

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

No

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

Yes

The ADE CTE K-12 Certification process was revised in 2013 to allow for the equivalent of 18 semester hours of required continued education to be obtained (15 clock hours equals 1 semester credit hour) through staff/professional development activities offered by the LEA, professional organizations, universities, or community colleges, if verified and approved by ADE CTE. This option is available for applicants seeking to meet the requirements to move from a provisional CTE K-12 Certificate to a Standard CTE K-12 Certificate. This process was approved by the Arizona State Board for Vocational and Technological Education and has been in effect since May 1, 2009 for six hours of approved professional development; however, in August 2013 the State Board increased the opportunity to eighteen hours. LEAs and educational services are now able to locally deliver professional development that supports initial, new teachers' needs at the school level within the school day. Currently a CTE teacher can access the eighteen hours of approved professional development through the Premier Series described in Part C: question #7. New teachers are encouraged to complete the Premier Series in cohorts. The first cohort was launched during the 2013 CTE/ACTE Summer Conference.

In addition, beginning in FY2015, a required Standard English Immersion course with a CTE focus was added to the Premier Series of professional development opportunities through support of ADE CTE Perkins.

New teacher induction and support was provided by the CTE Program Specialists at the 2014 Arizona CTE/ACTE Summer Conference during specific sessions designed for new CTE teachers to introduce the components of a quality CTE program. Resources and processes were identified to assist teachers with the new school year.

The CTE program Education Professions and the CTSO FEA encourage high school students to seriously consider teaching as a career choice and reinforces the rewards of choosing to be a CTE teacher specifically.

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

Yes

The 2014-2015 CTE Program List is based on Arizona Labor Market Information (LMI) provided by the Arizona Office of Employment and Population Statistics, Arizona Department of Administration. It includes projected job openings for 2010-2020, May 2011 wage survey and ONET data for all available SOC codes. The research included the crosswalk to Classification of Instruction Programs. BLS Education Codes are used through the Associate Degree. The end result of the research is a market driven list of CTE occupational programs available to secondary and postsecondary LEAs based on high wage, high demand, and high skill occupations.

# Consolidated Annual Report, Program Year 2014 - 2015

## Arizona

### Step 4: Technical Skills Assessment

---

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

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students			
Postsecondary Students			

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

**1. State Name** Arizona  
**2. Federal Funding Period**  
 Start Date 7/1/2014  
 End Date 9/30/2016  
**3. Reporting Period**  
 Start Date 7/1/2014  
 End Date 9/30/2015  
**4. Accounting Basis** 0

**5. Grant Award Number**  
 State Basic Grant (Title I) V048A140003  
**6. Grant Award Amount**  
 State Basic Grant (Title I) 24934607  
**7. Amended Interim FSR** FALSE  
 Date of Ammended FSR  
**Additional Information:**

Row	1	2	3	4	5	6	7	8	9	10	11
	Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal Funds (Column 10 - 9)
<b>A *Total Title I Funds*</b>											
<b>B Local Uses of Funds</b>											
<b>C RESERVE</b>											
Funds for Secondary Recipients	0.00	971.00	0.00	971.00	971.00	0.00	971.00	0.00	971.00	1,801,525.00	1,800,554.00
Funds for Postsecondary Recipients	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>F Total (Row D + E)</b>	0.00	971.00	0.00	971.00	971.00	0.00	971.00	0.00	971.00	1,801,525.00	1,800,554.00
<b>G Formula Distribution</b>											
Funds for Secondary Recipients	0.00	9,182,865.00	0.00	9,182,865.00	9,182,865.00	0.00	9,182,865.00	0.00	9,182,865.00	16,213,730.00	7,030,865.00
Funds for Postsecondary Recipients	0.00	2,419,793.00	0.00	2,419,793.00	2,419,793.00	0.00	2,419,793.00	0.00	2,419,793.00	3,179,162.00	759,369.00
<b>J Total (Row H + I)</b>	0.00	11,602,658.00	0.00	11,602,658.00	11,602,658.00	0.00	11,602,658.00	0.00	11,602,658.00	19,392,892.00	7,790,234.00
<b>K TOTAL LOCAL USES OF FUNDS (Row F + J)</b>	0.00	11,603,629.00	0.00	11,603,629.00	11,603,629.00	0.00	11,603,629.00	0.00	11,603,629.00	21,194,417.00	9,590,788.00
<b>L State Leadership</b>											
Non-traditional Training and Employment	0.00	12,389.00	0.00	12,389.00	12,389.00	0.00	12,389.00	0.00	12,389.00	60,000.00	47,611.00
State Institutions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	249,346.00	249,346.00
Other Leadership Activities	0.00	1,762,021.00	0.00	1,762,021.00	1,762,021.00	0.00	1,762,021.00	0.00	1,762,021.00	2,184,114.00	422,093.00
<b>P TOTAL STATE LEADERSHIP (Row M + N + O)</b>	0.00	1,774,410.00	0.00	1,774,410.00	1,774,410.00	0.00	1,774,410.00	0.00	1,774,410.00	2,493,460.00	719,050.00
<b>Q State Administration</b>											
<b>R Total State Administration</b>	0.00	3,645,038.00	0.00	3,645,038.00	3,645,038.00	2,430,358.00	1,214,680.00	0.00	1,214,680.00	1,246,730.00	32,050.00
<b>S TOTAL TITLE I FUNDS (Row K + P + R)</b>	0.00	17,023,077.00	0.00	17,023,077.00	17,023,077.00	2,430,358.00	14,592,719.00	0.00	14,592,719.00	24,934,607.00	10,341,888.00

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

**1. State Name** Arizona  
**2. Federal Funding Period**  
 Start Date 7/1/2014  
 End Date 9/30/2016  
**3. Reporting Period**  
 Start Date 7/1/2014  
 End Date 9/30/2015  
**4. Accounting Basis** 0

**5. Grant Award Number**  
 State Basic Grant (Title I) V048A130003  
**6. Grant Award Amount**  
 State Basic Grant (Title I) 22459217  
**7. Amended Final FSR** FALSE  
 Date of Ammended FSR  
**Additional Information:**

Row	1	2	3	4	5	6	7	8	9	10	11
	Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal Funds (Column 10 - 9)
<b>A *Total Title I Funds*</b>											
<b>B Local Uses of Funds</b>											
<b>C RESERVE</b>											
Funds for Secondary Recipients	0.00	1,255,931.00	0.00	1,255,931.00	1,255,931.00	0.00	1,255,931.00	0.00	1,255,931.00	1,622,678.00	366,747.00
Funds for Postsecondary Recipients	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>F Total (Row D + E)</b>	0.00	1,255,931.00	0.00	1,255,931.00	1,255,931.00	0.00	1,255,931.00	0.00	1,255,931.00	1,622,678.00	366,747.00
<b>G Formula Distribution</b>											
Funds for Secondary Recipients	8,247,045.00	6,789,564.00	0.00	6,789,564.00	15,036,609.00	0.00	15,036,609.00	0.00	15,036,609.00	14,604,107.00	-432,502.00
Funds for Postsecondary Recipients	1,803,902.00	1,059,648.00	0.00	1,059,648.00	2,863,550.00	0.00	2,863,550.00	0.00	2,863,550.00	2,863,550.00	0.00
<b>J Total (Row H + I)</b>	10,050,947.00	7,849,212.00	0.00	7,849,212.00	17,900,159.00	0.00	17,900,159.00	0.00	17,900,159.00	17,467,657.00	-432,502.00
<b>K TOTAL LOCAL USES OF FUNDS (Row F + J)</b>	10,050,947.00	9,105,143.00	0.00	9,105,143.00	19,156,090.00	0.00	19,156,090.00	0.00	19,156,090.00	19,090,335.00	-65,755.00
<b>L State Leadership</b>											
Non-traditional Training and Employment	3,932.00	56,068.00	0.00	56,068.00	60,000.00	0.00	60,000.00	0.00	60,000.00	60,000.00	0.00
State Institutions	0.00	158,837.00	0.00	158,837.00	158,837.00	0.00	158,837.00	0.00	158,837.00	224,592.00	65,755.00
Other Leadership Activities	1,731,360.00	229,969.00	0.00	229,969.00	1,961,329.00	0.00	1,961,329.00	0.00	1,961,329.00	1,961,329.00	0.00
<b>P TOTAL STATE LEADERSHIP (Row M + N + O)</b>	1,735,292.00	444,874.00	0.00	444,874.00	2,180,166.00	0.00	2,180,166.00	0.00	2,180,166.00	2,245,921.00	65,755.00
<b>Q State Administration</b>											
<b>R Total State Administration</b>	3,553,319.00	0.00	0.00	0.00	3,553,319.00	2,430,358.00	1,122,961.00	0.00	1,122,961.00	1,122,961.00	0.00
<b>S TOTAL TITLE I FUNDS (Row K + P + R)</b>	15,339,558.00	9,550,017.00	0.00	9,550,017.00	24,889,575.00	2,430,358.00	22,459,217.00	0.00	22,459,217.00	22,459,217.00	0.00

**Student Enrollment Form of CTE Participants**

State: Arizona  
Program Year: 2014-2015

	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students
<b>GENDER</b>			
Male	51,785	54,909	n/a
Female	46,284	63,913	n/a
<b>RACE/ETHNICITY *(1997 STANDARDS)</b>			
American Indian or Alaskan Native	5,079	4,447	n/a
Asian	2,722	3,562	n/a
Black or African American	4,324	7,150	n/a
Hispanic/Latino	39,783	34,575	n/a
Native Hawaiian or Other Pacific Islander	261	375	n/a
White	43,987	57,639	n/a
Two or More Races	1,913	2,388	n/a
Unknown		8,686	n/a
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>			
Individuals With Disabilities (ADA)		1,633	n/a
Disability Status (ESEA/IDEA)	9,162		
Economically Disadvantaged	41,011	43,953	n/a
Single Parents	24	2,628	n/a
Displaced Homemakers		97	n/a
Limited English Proficient	521	1,971	n/a
Migrant Status	604		
Nontraditional Enrollees	72,895	15,547	n/a

**Secondary Definition for CTE Participants:**

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

**Postsecondary Definition for CTE Participants:**

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

**Additional Information:**

CTE participant enrollment at the postsecondary level has decreased as nine out of ten postsecondary LEAs have seen an overall drop in enrollment. Arizona's largest postsecondary LEA has experienced nearly a 5% headcount decrease in FY2015 from FY2014.

### Student Enrollment Form of CTE Concentrators

State: Arizona  
Program Year: 2014-2015

	SECONDARY		POSTSECONDARY		ADULT	
	Male	Female	Male	Female	Male	Female
Agriculture, Food & Natural Resources	557	689	220	276	n/a	n/a
Architecture & Construction	939	146	1909	145	n/a	n/a
Arts, A/V Technology, & Communications	1437	1301	1447	1565	n/a	n/a
Business Management, & Administration	851	737	2856	3424	n/a	n/a
Education & Training	95	1082	422	2073	n/a	n/a
Finance	49	37	23	44	n/a	n/a
Government & Public Administration	0	0	46	42	n/a	n/a
Health Science	877	2319	2779	7501	n/a	n/a
Hospitality & Tourism	1069	1590	428	642	n/a	n/a
Human Services	13	554	387	1558	n/a	n/a
Information Technology	560	102	2999	1541	n/a	n/a
Law, Public Safety & Security	564	364	3917	2745	n/a	n/a
Manufacturing	661	80	1389	342	n/a	n/a
Marketing Sales & Services	633	669	62	143	n/a	n/a
Science, Technology, Engineering & Math	615	118	298	258	n/a	n/a
Transportation, Distribution & Logistics	1231	121	1499	194	n/a	n/a

**Secondary Definition for CTE Concentrators:**

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

**Postsecondary Definition for CTE Concentrators:**

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

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

\* Completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or degree within a two year timeframe from entering the institution.

**Additional Information:**

At the secondary level, Arizona has seen a decrease in CTE concentrator enrollment in the following clusters: Finance, Hospitality, and Information Technology. The number of Financial Services programs, under the Financial cluster, offered across the state has steadily declined over the past few years as well as a lack of student interest in the program area. This trend has continued into FY2015. The Hospitality cluster has the same issues as the Finance cluster. Specifically, the number of Hospitality programs offered has declined. In FY2014, Information Technologies programs options were broken out and reported as individual programs. Some of the Web Development programs offered by the LEAs are more aligned to the standards found in the Communications Media Technology program and were reported under the Arts, A/V Technology, and Communications cluster.

Arizona's largest postsecondary LEA closed their Airline Operations: Initial Flight Attendant program accounting for majority of the decrease in enrollment in the Transportation cluster.

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

State: Arizona  
Program Year: 2014-2015

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	19,030	19,727	96.47%	88
<b>GENDER</b>				
Male	9,509	9,968	95.40%	88
Female	9,521	9,759	97.56%	88
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	1,093	1,186	92.16%	88
Asian	512	516	99.22%	88
Black or African American	763	795	95.97%	88
Hispanic/Latino	7,568	7,920	95.56%	88
Native Hawaiian or Other Pacific Islander	48	48	100.00%	88
White	8,714	8,922	97.67%	88
Two or More Races	332	340	97.65%	88
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)				
Disability Status (ESEA/IDEA)	1,165	1,759	66.23%	88
Economically Disadvantaged	7,801	8,193	95.22%	88
Single Parents	8	8	100.00%	88
Displaced Homemakers				
Limited English Proficient	29	57	50.88%	88
Migrant Status	110	123	89.43%	88
Nontraditional Enrollees	4,688	4,823	97.20%	88

**Additional Information**

Data submitted reflects final year of AIMS Reading data. Beginning in 2015-2016, data from Arizona's new statewide assessment, AzMERIT, will be used.

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

State: Arizona  
Program Year: 2014-2015

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	17,253	19,769	87.27%	79
<b>GENDER</b>				
Male	8,659	9,987	86.70%	79
Female	8,594	9,782	87.86%	79
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	866	1,194	72.53%	79
Asian	496	518	95.75%	79
Black or African American	647	797	81.18%	79
Hispanic/Latino	6,730	7,935	84.81%	79
Native Hawaiian or Other Pacific Islander	45	48	93.75%	79
White	8,168	8,934	91.43%	79
Two or More Races	301	343	87.76%	79
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)				
Disability Status (ESEA/IDEA)	526	1,762	29.85%	79
Economically Disadvantaged	6,823	8,212	83.09%	79
Single Parents	6	8	75.00%	79
Displaced Homemakers				
Limited English Proficient	22	57	38.60%	79
Migrant Status	96	123	78.05%	79
Nontraditional Enrollees	4,260	4,836	88.09%	79

**Additional Information**

Data submitted reflects final year of AIMS Mathematics data. Beginning in 2015-2016, data from Arizona's new statewide assessment, AzMERIT, will be used.

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

State: Arizona  
Program Year: 2014-2015

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	10,161	12,428	81.76%	78
<b>GENDER</b>				
Male	5,040	6,186	81.47%	78
Female	5,121	6,242	82.04%	78
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	481	728	66.07%	78
Asian	300	341	87.98%	78
Black or African American	394	527	74.76%	78
Hispanic/Latino	4,004	5,265	76.05%	78
Native Hawaiian or Other Pacific Islander	21	25	84.00%	78
White	4,790	5,342	89.67%	78
Two or More Races	171	200	85.50%	78
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)				
Disability Status (ESEA/IDEA)	500	954	52.41%	78
Economically Disadvantaged	4,079	5,341	76.37%	78
Single Parents	2	4	50.00%	78
Displaced Homemakers				
Limited English Proficient	11	36	30.56%	78
Migrant Status	51	86	59.30%	78
Nontraditional Enrollees	2,515	2,975	84.54%	78

**Additional Information**

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

State: Arizona  
Program Year: 2014-2015

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	18,773	19,053	98.53%	90
<b>GENDER</b>				
Male	9,353	9,522	98.23%	90
Female	9,420	9,531	98.84%	90
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	1,079	1,096	98.45%	90
Asian	504	506	99.60%	90
Black or African American	769	776	99.10%	90
Hispanic/Latino	7,532	7,630	98.72%	90
Native Hawaiian or Other Pacific Islander	42	44	95.45%	90
White	8,510	8,662	98.25%	90
Two or More Races	337	339	99.41%	90
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)				
Disability Status (ESEA/IDEA)	1,537	1,579	97.34%	90
Economically Disadvantaged	7,799	7,932	98.32%	90
Single Parents	6	6	100.00%	90
Displaced Homemakers				
Limited English Proficient	43	44	97.73%	90
Migrant Status	117	120	97.50%	90
Nontraditional Enrollees	4,660	4,713	98.88%	90
<b>DISAGGREGATE INDICATORS</b>				
General Education Development (GED)				
Diploma	18,773			
Certificate				

**Additional Information**

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

State: Arizona  
Program Year: 2014-2015

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	18,748	19,053	98.40%	86
<b>GENDER</b>				
Male	9,336	9,522	98.05%	86
Female	9,412	9,531	98.75%	86
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	1,078	1,096	98.36%	86
Asian	504	506	99.60%	86
Black or African American	769	776	99.10%	86
Hispanic/Latino	7,523	7,630	98.60%	86
Native Hawaiian or Other Pacific Islander	42	44	95.45%	86
White	8,496	8,662	98.08%	86
Two or More Races	336	339	99.12%	86
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)				
Disability Status (ESEA/IDEA)	1,535	1,579	97.21%	86
Economically Disadvantaged	7,786	7,932	98.16%	86
Single Parents	6	6	100.00%	86
Displaced Homemakers				
Limited English Proficient	43	44	97.73%	86
Migrant Status	117	120	97.50%	86
Nontraditional Enrollees	4,654	4,713	98.75%	86

**Additional Information**

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

State: Arizona  
Program Year: 2014-2015

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	14,866	19,362	76.78%	65
<b>GENDER</b>				
Male	7,120	9,557	74.50%	65
Female	7,746	9,805	79.00%	65
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	799	1,156	69.12%	65
Asian	470	554	84.84%	65
Black or African American	663	867	76.47%	65
Hispanic/Latino	5,620	7,472	75.21%	65
Native Hawaiian or Other Pacific Islander	33	43	76.74%	65
White	7,057	8,987	78.52%	65
Two or More Races	224	283	79.15%	65
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)				
Disability Status (ESEA/IDEA)	1,030	1,695	60.77%	65
Economically Disadvantaged	5,452	7,568	72.04%	65
Single Parents	19	24	79.17%	65
Displaced Homemakers				
Limited English Proficient	23	44	52.27%	65
Migrant Status	46	76	60.53%	65
Nontraditional Enrollees	3,773	4,888	77.19%	65
<b>DISAGGREGATE INDICATORS</b>				
Advanced Training	0			
Employment	5,150			
Military	560			
Postsecondary Education	11,763			

**Additional Information**

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

State: Arizona  
Program Year: 2014-2015

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	26,908	72,881	36.92%	26
<b>GENDER</b>				
Male	5,321	37,342	14.25%	26
Female	21,587	35,539	60.74%	26
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	1,580	4,232	37.33%	26
Asian	655	1,745	37.54%	26
Black or African American	1,301	3,167	41.08%	26
Hispanic/Latino	11,265	30,252	37.24%	26
Native Hawaiian or Other Pacific Islander	70	200	35.00%	26
White	11,525	31,928	36.10%	26
Two or More Races	512	1,357	37.73%	26
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)				
Disability Status (ESEA/IDEA)	2,024	7,340	27.57%	26
Economically Disadvantaged	11,567	31,356	36.89%	26
Single Parents	3	12	25.00%	26
Displaced Homemakers				
Limited English Proficient	117	393	29.77%	26
Migrant Status	173	530	32.64%	26

**Additional Information**

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

State: Arizona  
Program Year: 2014-2015

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	2,515	9,326	26.97%	16
<b>GENDER</b>				
Male	624	4,462	13.98%	16
Female	1,891	4,864	38.88%	16
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	130	628	20.70%	16
Asian	67	221	30.32%	16
Black or African American	127	384	33.07%	16
Hispanic/Latino	1,024	4,019	25.48%	16
Native Hawaiian or Other Pacific Islander	3	15	20.00%	16
White	1,110	3,907	28.41%	16
Two or More Races	54	152	35.53%	16
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)				
Disability Status (ESEA/IDEA)	88	789	11.15%	16
Economically Disadvantaged	1,060	4,140	25.60%	16
Single Parents	2	4	50.00%	16
Displaced Homemakers				
Limited English Proficient	1	30	3.33%	16
Migrant Status	9	79	11.39%	16

**Additional Information**

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

State: Arizona  
Program Year: 2014-2015

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	3,576	3,915	91.34%	92
<b>GENDER</b>				
Male	1,545	1,727	89.46%	92
Female	2,031	2,188	92.82%	92
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	143	155	92.26%	92
Asian	80	87	91.95%	92
Black or African American	69	77	89.61%	92
Hispanic/Latino	738	827	89.24%	92
Native Hawaiian or Other Pacific Islander	8	9	88.89%	92
White	2,264	2,460	92.03%	92
Two or More Races	44	53	83.02%	92
Unknown	230	247	93.12%	92
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	54	62	87.10%	92
Economically Disadvantaged	1,518	1,662	91.34%	92
Single Parents	169	179	94.41%	92
Displaced Homemakers	5	5	100.00%	92
Limited English Proficient	45	53	84.91%	92
Nontraditional Enrollees	511	572	89.34%	92

**Additional Information**

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

State: Arizona  
Program Year: 2014-2015

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	11,852	25,170	47.09%	43
<b>GENDER</b>				
Male	5,375	12,195	44.08%	43
Female	6,477	12,975	49.92%	43
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	339	848	39.98%	43
Asian	350	685	51.09%	43
Black or African American	607	1,482	40.96%	43
Hispanic/Latino	2,833	5,816	48.71%	43
Native Hawaiian or Other Pacific Islander	39	86	45.35%	43
White	6,833	14,399	47.45%	43
Two or More Races	171	394	43.40%	43
Unknown	680	1,460	46.58%	43
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	139	325	42.77%	43
Economically Disadvantaged	4,866	11,393	42.71%	43
Single Parents	184	494	37.25%	43
Displaced Homemakers	7	14	50.00%	43
Limited English Proficient	94	256	36.72%	43
Nontraditional Enrollees	1,929	4,033	47.83%	43
<b>DISAGGREGATE INDICATORS</b>				
Credential	690			
Certificate	5,096			
Degree	6,208			

**Additional Information**

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

State: Arizona  
Program Year: 2014-2015

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	16,887	24,458	69.04%	60
<b>GENDER</b>				
Male	7,731	11,690	66.13%	60
Female	9,156	12,768	71.71%	60
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	568	875	64.91%	60
Asian	433	630	68.73%	60
Black or African American	1,039	1,569	66.22%	60
Hispanic/Latino	4,535	6,339	71.54%	60
Native Hawaiian or Other Pacific Islander	41	64	64.06%	60
White	8,780	12,864	68.25%	60
Two or More Races	330	446	73.99%	60
Unknown	1,156	1,676	68.97%	60
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	186	272	68.38%	60
Economically Disadvantaged	9,138	12,986	70.37%	60
Single Parents	500	673	74.29%	60
Displaced Homemakers	16	21	76.19%	60
Limited English Proficient	205	342	59.94%	60
Nontraditional Enrollees	3,094	4,432	69.81%	60

**Additional Information**

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

State: Arizona  
Program Year: 2014-2015

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	1,247	2,963	42.09%	40
<b>GENDER</b>				
Male	649	1,586	40.92%	40
Female	598	1,377	43.43%	40
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	67	235	28.51%	40
Asian	9	23	39.13%	40
Black or African American	20	71	28.17%	40
Hispanic/Latino	387	703	55.05%	40
Native Hawaiian or Other Pacific Islander	4	12	33.33%	40
White	647	1,605	40.31%	40
Two or More Races	7	31	22.58%	40
Unknown	106	283	37.46%	40
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	14	41	34.15%	40
Economically Disadvantaged	508	1,161	43.76%	40
Single Parents	82	227	36.12%	40
Displaced Homemakers	0	1	0.00%	40
Limited English Proficient	37	107	34.58%	40
Nontraditional Enrollees	204	427	47.78%	40
<b>DISAGGREGATE INDICATORS</b>				
Apprenticeship	9			
Employment	1,210			
Military	28			

**Additional Information**

Obtaining wage data from the Arizona Department of Economic Security (DES) continues to be a struggle for Arizona postsecondary LEAs. New data sharing agreements have been written, but several have not yet been fully approved or are continuing to be negotiated between the postsecondary LEAs and Arizona DES. Only those postsecondary LEAs who had access to DES wage data or had alternative methods in place for gathering placement information provided data to the state for 4P1. Therefore, there is a significant decrease in reported placement at the postsecondary level compared to prior years.

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

State: Arizona  
Program Year: 2014-2015

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	15,805	59,291	26.66%	25
<b>GENDER</b>				
Male	6,409	27,707	23.13%	25
Female	9,396	31,584	29.75%	25
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	562	2,438	23.05%	25
Asian	395	1,464	26.98%	25
Black or African American	1,046	3,319	31.52%	25
Hispanic/Latino	5,096	18,059	28.22%	25
Native Hawaiian or Other Pacific Islander	43	185	23.24%	25
White	7,314	28,830	25.37%	25
Two or More Races	321	1,053	30.48%	25
Unknown	1,028	3,943	26.07%	25
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	253	868	29.15%	25
Economically Disadvantaged	6,170	21,559	28.62%	25
Single Parents	265	1,189	22.29%	25
Displaced Homemakers	34	82	41.46%	25
Limited English Proficient	258	1,101	23.43%	25

**Additional Information**

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

State: Arizona  
Program Year: 2014-2015

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	2,069	7,557	27.38%	20
<b>GENDER</b>				
Male	672	3,564	18.86%	20
Female	1,397	3,993	34.99%	20
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	74	242	30.58%	20
Asian	58	214	27.10%	20
Black or African American	135	344	39.24%	20
Hispanic/Latino	562	1,935	29.04%	20
Native Hawaiian or Other Pacific Islander	6	29	20.69%	20
White	1,113	4,310	25.82%	20
Two or More Races	28	108	25.93%	20
Unknown	93	375	24.80%	20
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	21	92	22.83%	20
Economically Disadvantaged	783	3,106	25.21%	20
Single Parents	26	112	23.21%	20
Displaced Homemakers	4	12	33.33%	20
Limited English Proficient	17	78	21.79%	20

**Additional Information**

# Consolidated Annual Report, Program Year 2014 - 2015

## Arizona

### Step 8: Program Improvement Plans

---

#### Extension Requested?

No

#### Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

#### Local Program Improvement Plans

The total number of eligible recipients that failed to meet at least 90 percent of an agreed upon level of performance and will be required to implement a local improvement plan for Arizona is 47 LEAs.

The total number at the secondary level is 42 eligible recipients.

The total number at the postsecondary level is 5 eligible recipients.

At the secondary level, Arizona has categorized Improvement Plans based on the law.

The first category is those LEAs that failed to meet the same performance measure for three or more consecutive years:

\* 1S2: Academic Attainment in Mathematics - 3 LEAs

\* 2S1: Technical Skill Attainment - 5 LEAs

\* 5S1: Placement - 1 LEA

\* 6S1: Nontraditional Participation - 2 LEAs

\* 6S2: Nontraditional Completion - 4 LEAs

\* Overall/Total - 10 LEAs

The second category is those LEAs that did not meet the same measure for two consecutive years:

\* 1S1: Academic Attainment in Reading/Language Arts - 1 LEA

\* 1S2: Academic Attainment in Mathematics - 1 LEA

\* 2S1: Technical Skill Attainment - 5 LEAs

\* 5S1: Placement - 1 LEA

\* 6S1: Nontraditional Participation - 1 LEA

\* 6S2: Nontraditional Completion - 5 LEAs

\* Overall/Total - 13 LEAs

The third category is those LEAs who failed to meet one or more performance measure during the reporting year:

\* 1S2: Academic Attainment in Mathematics - 2 LEAs

\* 2S1: Technical Skill Attainment - 9 LEAs

\* 3S1: School Completion - 3 LEAs

\* 4S1: Graduation - 2 LEAs

\* 5S1: Placement - 8 LEAs

\* 6S1: Nontraditional Participation - 7 LEAs

\* 6S2: Nontraditional Completion - 12 LEAs

\* Overall/Total - 29 LEAs

ADE CTE provided, and continues to provide, technical assistance to those LEAs that were required to create and implement Improvement Plans. Targeted technical assistance continues to be delivered to LEAs that struggle to meet performance measures 2S1, 6S1, and 6S2.

At the postsecondary level, Improvement Plan data is presented for three years. The Improvement Plan data is listed below:

LEAs that failed to meet the same performance measure for three or more consecutive years:

\* 5P2: Nontraditional Completion - 2 LEAs

\* Overall/Total - 2 LEAs

LEAs that did not meet the same performance measure for two consecutive years:

\* 5P1: Nontraditional Participation - 1 LEA

\* Overall/Total - 1 LEA

LEAs who failed to meet one or more performance measure during the reporting year:

\* 2P1: Credential, Certificate, or Degree - 1 LEA

\* 3P1: Student Retention or Transfer - 2 LEAs

\* 4P1: Placement - 2 LEAs

\* 5P1: Nontraditional Participation - 3 LEAs

\* Overall/Total - 5 LEAs

All postsecondary LEAs requiring an Improvement Plan are provided with technical assistance prior to submitting their Improvement Plan and amendment to the federal Perkins Grant project. During technical assistance site visits, discussions regarding contributing factors and accurate reporting were the focus of improvement strategies. LEAs showing progress on meeting the performance measures provide Best Practices to other postsecondary LEAs. Any LEAs missing a performance measure for three years develops a Directed Improvement Plan which requires more defined action steps to improve the performance of that specific measure and Perkins funds directed to supporting the activities of the plan. Quarterly status reports are required as part of the Directed Improvement Plans. Further technical assistance will continue to concentrate on strategies for improvement with LEA action plans for 2P1 and 5P2.