Arizona Department of Education
Career & Technical Education

POSTSECONDARY FEDERAL PERKINS GRANT GUIDE

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Arizona Department of Education
Career & Technical Education

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This Postsecondary Perkins IV Manual is also available on the
Arizona Department of Education website:
www.azed.gov/career-technical-education/cte-postsecondary/

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DOCUMENT HISTORY

Version Number	Date	Summary of Change
1.0	November 2008	Version 1.0 or subsequent updates (i.e. 1.1, 1.2, etc.) of this file specification is used to build files for SY2008-2009
1.1	January 2009	Version 1.1 reflects minor changes in Section 4: updated timeframe charts and language and Section 5: addition of instructions and screen shots
2.0	April 2009	Version 2.0 April 2009 reflects Revisions in Section 4; Section 5 narrative and screen shots inserted/updated; add Appendix F
2.1	May 2009	Version 2.1 May 2009 incorporates changes suggested during discussions at the AZAIR Conference, April 2-3, 2009; clarity of wording in Section 4 charts, rules and definitions; some added FAQ's
3.0	April 2010	Updates based on changes and edits developed in cooperation with the Postsecondary Manual Revision Team
3.1	April 2011	Updates for clarification, identified corrections and additional resources in cooperation with the Postsecondary Manual Review Team
4.0	March 2012	Updates for clarification, corrections, additional resources, revised OPA Forms and reorganization of some information in cooperation with the Postsecondary Manual Review Team.
5.0	August 2014	Updates for clarification, corrections, additional resources, revised procedures due to the introduction of a new centralized Grants Management system at Arizona Department of Education and reorganization of some information in cooperation with the Postsecondary Manual Review Team.
6.0	May 2016	Updates to data collection, timelines, and manual corrections.

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Postsecondary Federal Perkins Grant Guide

Federal Perkins Grants Overview / Funding Factors

What is the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)?

First authorized in 1984 Carl Perkins is the principal source of federal funding under Title I to states to improve secondary and postsecondary CTE programs.

Section 2 cites: The purpose of this Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary students who elect to enroll in career and technical education programs; **career-ready, college-ready**.

Each year Congress appropriates about $1.1 billion dollars for Federal Perkins grants to states under Title I.

Federal Perkins Grant cycles run from July 1 through September 30 (15 month cycle).

Funding factors…

Title I grants are allotted to states through a formula based on the states' populations in certain age groups and per capita income. Challenge for growth states like AZ is the fact that the legislation also contains a hold-harmless clause ensuring a state receives an allotment at least as much as provided under Perkins III, which was authorized in 1998.
Each state determines the split of funds to be distributed to recipients at the secondary versus postsecondary level, but no less than 85 percent must go to LEAs

The state-level agency responsible for administering Perkins is limited to no more than 5 percent of their grant on administrative activities and not more than 10 percent of the award on state leadership as defined in ***§124***: Needs Assessment, teacher training, professional development, academic integration, non-traditional preparation, support partnerships, serve state institutions.

§135 describes required and permissible use of funds by LEAs: Initiate, improve, expand, & modernize CTE including relevant and emerging technology.

Postsecondary institutions apply online each year for the Federal Perkins Grant using the Arizona Department of Education/Grants Management Enterprise System (ADE/GME).

Additional Resources for information and guidance:

- Education Department General Administrative Regulations (EDGAR - https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html)
- The Carl D. Perkins Career and Technical Education ACT of 2006

  http://www2.ed.gov/policy/sectech/leg/perkins/index.html?exp=1
- Arizona Department of Education- Postsecondary Manual v. 5 (June 2014)
- Arizona Department of Education Grants Management Enterprise System

  https://gme.azed.gov/

Distribution of Funds to Eligible Postsecondary Recipients

The overall postsecondary formula for funds available for distribution to all Arizona community colleges is as follows:

Postsecondary funds = (Perkins Title I Allocation x .85 x .15)

For Individual Perkins recipients, the following factors computed to find the individual college allocation:

$$c = \frac{a}{b} \times .5 \text{ of formula funds}$$

$$f = \frac{d}{e} \times .5 \text{ of formula funds}$$

$$g = c + f$$

a. = Number of Pell Grant recipients + the number of B.I.E. recipients enrolled in vocational programs in one district during the preceding fiscal year.

b. = Total number of Pell Grant recipients + the number of Bureau of Indian Education (B.I.E.) recipients in all districts during the preceding year.

c. = Part I (50% based upon number of Pell Grants and B.I.E. assistance).

d. = Percentage of persons 18 years and older in one county who as classified as economically disadvantaged.

e. = 100% of persons 18 years and older in one county who are classified as economically disadvantaged.

f. = Part II (50% based upon percentage of persons 18 years old and older who are economically disadvantaged).

g. = Total proposed eligible recipient allocation.

Pursuant to **Section 132 (c)(1)** of the Act, no grant provided to an institution or a consortium shall be for an amount that is less than $50,000.

Postsecondary Federal Perkins Reporting Timeline

(If dates fall on Saturday or Sunday, due date is following Monday)

GRANT REPORTING	
DATE	**ITEM/REPORT/DOCUMENT**
June 15	**Postsecondary Federal Perkins Grant due**
July 1	**Postsecondary Substantial Approval notification. Substantial Approval authorizes districts to obligate Federal Perkins funds**
July 1	**New fiscal grant period begins**
October 1	**Final approval due date for Federal Perkins grants**
March 15	**Performance Improvement Action Plans due if districts did not meet 90% of SALP** **OR** **Request for LALP (negotiated level of performances) are due**
March 31	**Mid-Year Narratives due**
March 31	**Last day to make Program List changes (Perkin funded programs)**
September 30	**End of grant cycle**
November 30	**Final Revisions due ****All revisions and budget adjustments made after this date are with the approval of ADE.***
November 30	**Final Narrative Report due**
December 31	**Final Completion Report due ****Completion Report <u>cannot be entered into the GME before</u> Final Narrative Report is entered into the GME.***

***NOTE:* Reimbursement for college expenditures due approximately every 60 days.**
Use ADE GME system to initiate reimbursements.

Annual Application

Each community college district wishing to initiate new funding, or continue existing funding, must annually submit a Federal Perkins Grant application through the Arizona Department of Education GME (Grants Management Enterprise) system.

> "Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other education training entities as the eligible agency determines to be appropriate) submit a local plan to the eligible agency. Such local plan shall cover the same period of time as the period of time applicable to the State plan submitted under section 122" (Perkins, Sec 134(a)).

Initial Basic Grant application must be submitted 30 days prior to the beginning of the fiscal year. For programs to be considered for funding approval, the following documentation must be submitted to the Career and Technical Education Section:

Document	Submission Method
Online Grant Application	Online submission using the ADE GME System accessed through ADECONNECT at http://www.azed.gov/
Budget	
Assurances	
Related Documents as needed (i.e. Job Descriptions)	

1. **Grant applications are due by June 15.** Once received, the applications will be reviewed by the Postsecondary Grants Specialist. If the application is complete and accurate, substantial approval will be given.

2. **Substantial approval** indicates that the major components of the program and grant applications are complete though further follow-up may be needed. All applications submitted by June 15 will either be substantially approved or be returned for revisions by July 1.

3. **Final approval** for applications given substantial approval on July 1 will be given by October 1. Delays in revisions could delay final approval.

4. **Eligibility for Funding:** A postsecondary program can receive Perkins funding:
   a. The community college can provide justification and documentation that the program leads to employment in a high-skill or high-wage or high-demand occupation, AND
   b. The postsecondary program can be reasonably aligned with one of the programs on the ADE CTE program list based on the first 2 digits of the CIP code (or prior approval by ADE Postsecondary Grants Specialist).

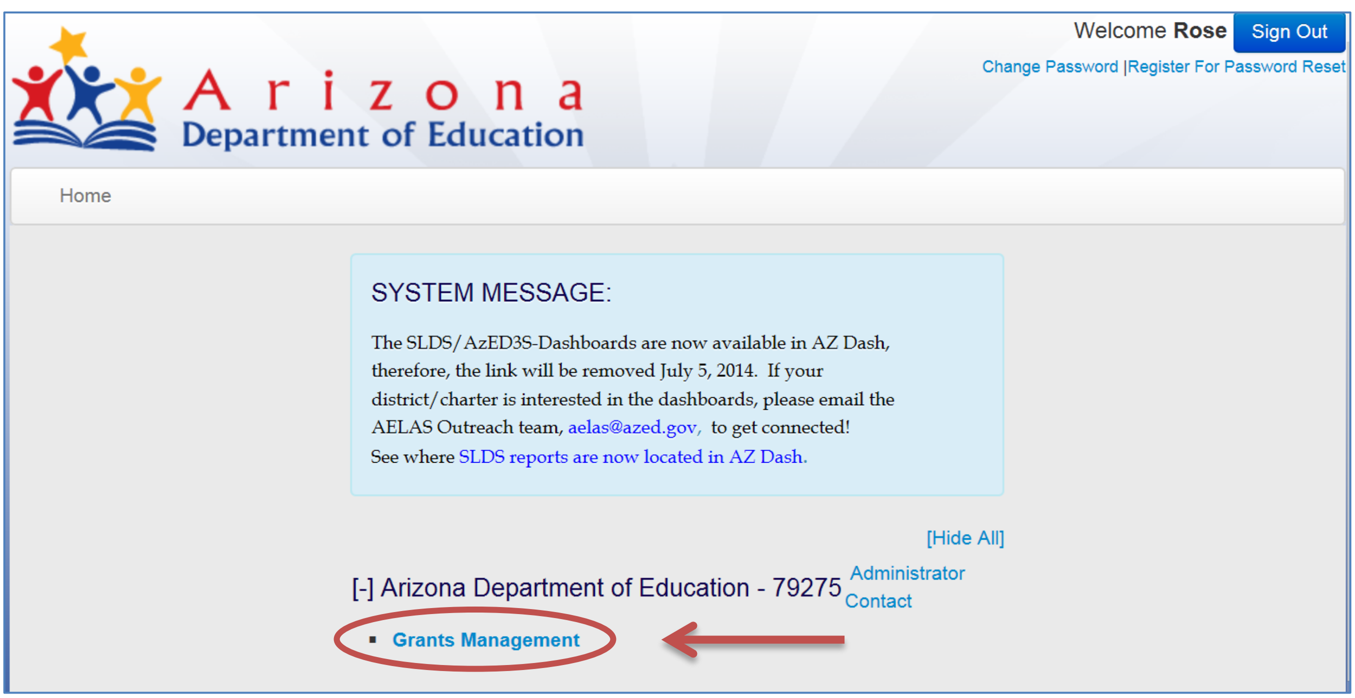
HINT: The "Document Library" link provides detailed information on most sections of the GME system. It provides detailed instruction on how to change the GME roles and contacts; information on the "History Log" and Comments areas; GME Basics; Reimbursement Requests; Budget Entry etc. Please use this as your first stop when puzzled about use of the GME.

Accessing GME

Step 1: Go to www.azed.gov

Step 2: Click on ADECONNECT

Step 3: Click on Grants Management



GME Roles

Within the GME system, the “Address Book” will define the Grants Management Roles at the College-approver/initiator.   These are the roles as defined by the GME:

Role	Description
LEA Data View	Allows an LEA user to view unapproved items for their LEA; user cannot add or edit data but can only view.
User Access Administrator	Allows an LEA user to administer other users in their LEA, adding and updating their roles in the new GME as needed.
LEA Update	Allows an LEA user to edit their application. (This role is grant specific, for example - “LEA Postsecondary Perkins Update)
LEA Business Manager	Allows an LEA user to take actions associated with other LEA fiscal roles, such as inputting and updating applications, revisions (amendments), reimbursement requests and completion reports.
LEA Authorized Representative	Allows an LEA user to take actions associated with the LEA Program/Financial Director or Superintendent, such as final approval before submitting to ADE.

Levels of Approval

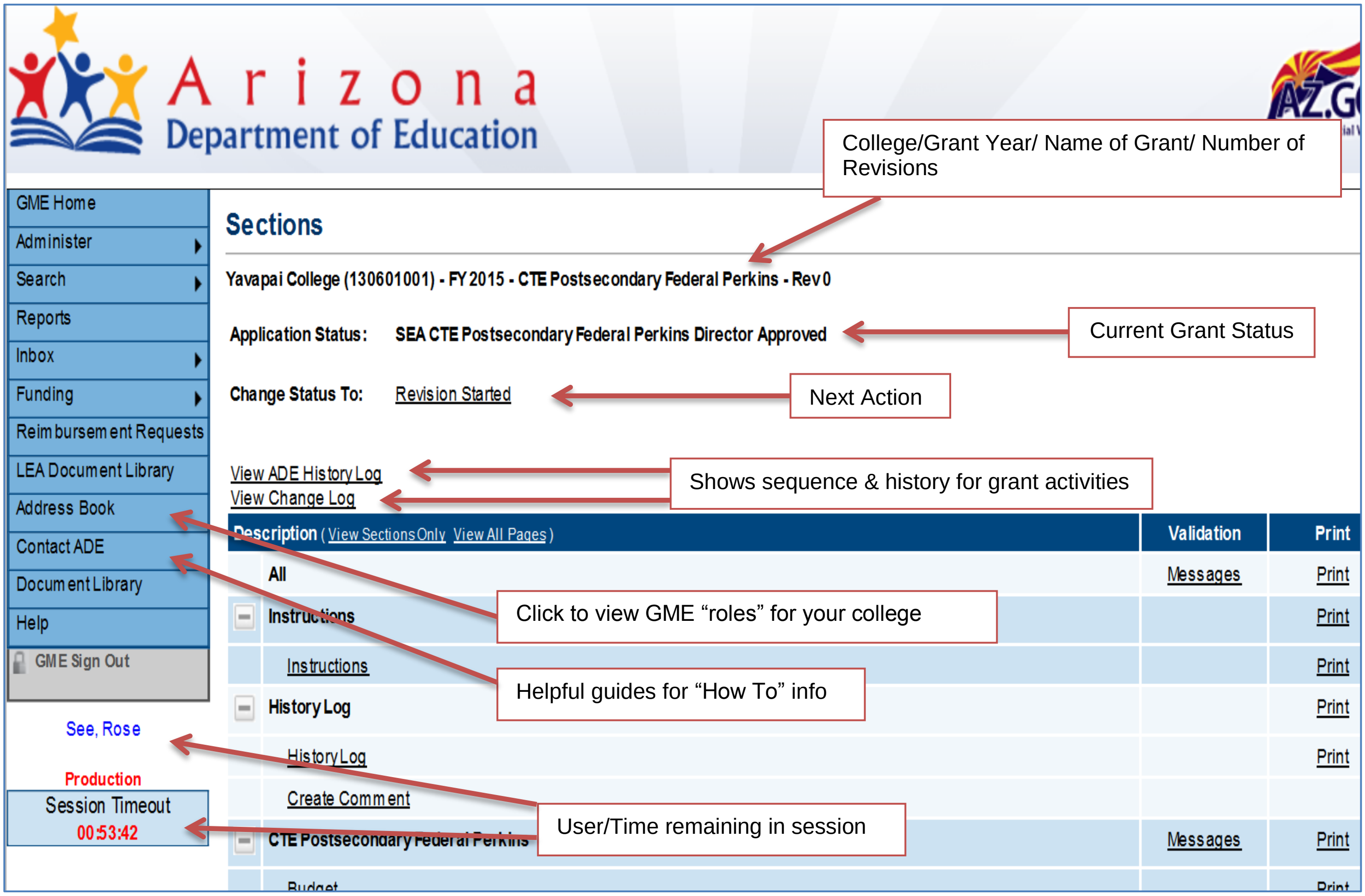
The Perkins Grant can be in various levels of approval. It is referred to as the “**Application Status**” on the Sections Page. The status may be:

Status	Explanation
Draft Not Started	Grant application has not been started
Draft Started	Application in process
Revision Started	Revision/Amendment for an active year grant is in process
Draft Completed	LEA Authorized Representative has completed the draft of the grant and has been forwarded to the LEA Business Manager for Approval.
LEA Business Manager Approved	Grant has been approved by person assigned the Business Manager role in GME and is now routed to LEA Authorized Representative role for approval and to forward to ADE.
LEA Business Manager Returned Not Approved	Grant returned to LEA Authorized Representative to made changes required by college.
LEA Authorized Representative Approved	Grant is approved by person designated this role at the college and is now ready for ADE review.
LEA Authorized Representative Returned Not Approved	***NOTE:** This is the level of approval needed at the college before ADE can review the grant and approve or return to ask for revisions.
SEA CTE Postsecondary Federal Perkins Specialist Approved	Grant is returned by college to the person at the college who authored the grant for revisions/changes.
SEA CTE Postsecondary Federal Perkins Specialist Returned Not Approved	ADE can be review or return the grant for revisions at this stage.
SEA CTE Postsecondary Federal Perkins Director Approved	ADE Program Specialist has returned the grant for revisions.
SEA CTE Postsecondary Federal Perkins Director Returned Not Approved	*Note- “The Postsecondary Checklist” will provide f specific comments/revisions needed for grant approval.

HINT: The initiator of the grant can monitor the “Status” of the grant as it moves through the GME process to assure that appropriate actions are done in a timely manner.

The ADE Postsecondary Perkins Grant Specialist is able to view and review the grant/revisions but no actions can be initiated by the ADE Grant Specialist until the status is reflected as **“LEA Authorized Representative Approved.”**

Most GME Activity will take place from the Sections Page:



HINT: Having trouble navigating or performing some task using GME? Try the Document Library to troubleshoot.

Sections Page continued:

Assurances	Print
Federal Perkins Requirements	Print
Desk Monitoring - Program Assurances	Print
Desk Monitoring - Fiscal Assurances	Print
Postsecondary Occupational Programs	Print
PM 1P1 - Technical Skill Attainment	Print
PM 2P1 - Credential, Certificate or Degree	Print
PM 3P1 - Student Retention or Transfer	Print
PM 4P1 - Student Placement	Print
PM 5P1 - Nontraditional Participation	Print
PM 5P2 - Nontraditional Completion	Print
Program of Study (POS)	Print
Related Documents	Print
Allocations	Print
Allocations	Print
Contacts	Print
Contacts	Print
Substantially Approved Dates	Print
Substantially Approved Dates	Print
CTE Postsecondary Federal Perkins Checklist	Print
CTE Postsecondary Federal Perkins Checklist	Print
All	Print

Related Documents area allows for attachment of Job Descriptions and Capital Outlay Worksheet as applicable to the grant. Capital Outlay Worksheet and Job Descriptions only required if those expenditures are reflected in the budget.

Very Useful area to be sure that grant application is complete.

Feedback from ADE grants specialist reflected here if grant is returned for revisions.

HINT: Review each section of grant using the CTE Postsecondary Federal Perkins Checklist to determine if the grant is complete. If a grant is returned for revisions, this section will also have any comments/corrections/additions requested by the ADE Grants Management Specialist.

Using Perkins Funding for Postsecondary CTE Programs

POSTSECONDARY PROGRAM FUNDING REQUIREMENTS

Perkins IV legislation identifies specific criteria by which funds must be expended within each program. The following section indicates references to the Perkins legislation and provides further details regarding each of the requirement areas.

Program Plan:
Offer relevant elements of not less than one career and technical education program of study §135(b)(2); Provide services and activities that are of sufficient size, scope, and quality to be effective §135(b)(8); Initiate, improve, expand, and modernize quality programs including relevant technology §135(b)(7).

Education and Industry Partnerships:
Link career and technical education between the secondary and postsecondary levels §135(b)(2) & 203(e); Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences §135(b)(3); Encourage collaboration with technology industries to offer voluntary internships and mentoring programs for students §135(b)(4)(C); Support education and internship programs for instructors to stay current with all aspects of an industry and that provide relevant business experience §135(b)(5)(B,C).

Student Success:
Strengthen the academic and career and technical skills of students through the integration of academics with career and technical education programs §135(b)(1); Provide students with the academic and career and technical skills that lead to entry into the technology fields §135(b)(4)(B); Provide activities to prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency §135(b)(9).

Faculty Success:
Develop, improve, or expand training of instructors, faculty, and administrators to use technology §135(b)(4)(A); Provide professional development programs for a) in-service and pre-service training on effective teaching strategies, b) education programs for instructors to stay current with all aspects of an industry, c) internship programs that provide relevant business experience; and d) train in the effective use and application of technology to improve instruction §135(b)(5)(A,D).

Program Evaluation:
Each eligible recipient shall identify in the local plan levels of performance for each of the core indicators §113(4)(a)(2); Annually evaluate the local adjusted levels of performance §123(b)(1); Develop and implement program evaluations of the career and technical education programs, including an assessment of how the needs of special populations are being met §135(b)(6).

The Postsecondary Performance Measures Core Indicators will measure students' progress in:

1. Attainment of challenging Career and Technical skill proficiencies
2. Attainment of industry recognized credential, certificate or degree
3. Retention in postsecondary education or transfer to baccalaureate program
4. Placement in military or apprenticeship, or placement or retention in employment
5. Participation in and completion of Career and Technical Education programs that lead to employment in nontraditional field

***NOTE:** Perkins funds are intended as supplemental funds used to enhance CTE Programs. Classroom furniture, fixtures and equipment that are generic to any classroom and are considered basic to any discipline should be funded by the district. For example, items such as televisions, desks, bookshelves, tables and chairs that are in most classrooms should not be funded by Perkins. Items that are program specific are usually allowable Perkins expenditures.

The following information is included in the Federal Perkins Grant application in the ADE/GME system. Please list all programs and locations of the programs that will be funded for the grant year. Changes to the Program Detail information can be made through March 31 (coinciding with the mid-year narrative report) for the current grant year.

PROGRAM DETAILS

POSTSECONDARY OCCUPATIONAL PROGRAMS

List all of the occupational program(s) in alphabetical order, by college, which will be assisted with Perkins funds. List the location, Program Title and CIP Code.	

FAQs (Frequently Asked Questions) for Program Information

1. **What is the difference between a program and service?**
    1. A program is an occupational program that consists of a group of courses that leads to an industry recognized credential, a certificate or a degree (See “Program”)
    2. A service consists of those activities that support student success or program objectives on a district-wide basis. (See “Services - District”, “Services - Student” in glossary)

2. **What criteria should be used to determine if a program can be funded?**
    1. Justification and documentation can be provided to show that the occupational program leads to employment in high skill, high wage or high demand occupations and the occupational program can be reasonably articulated or related to one of the programs on ADE’s program list-matching the first two digits of the postsecondary CIP to one of ADE’s approved program CIPs.
    2. At least one program on the application must be a nontraditional program. See Nontraditional Program List.

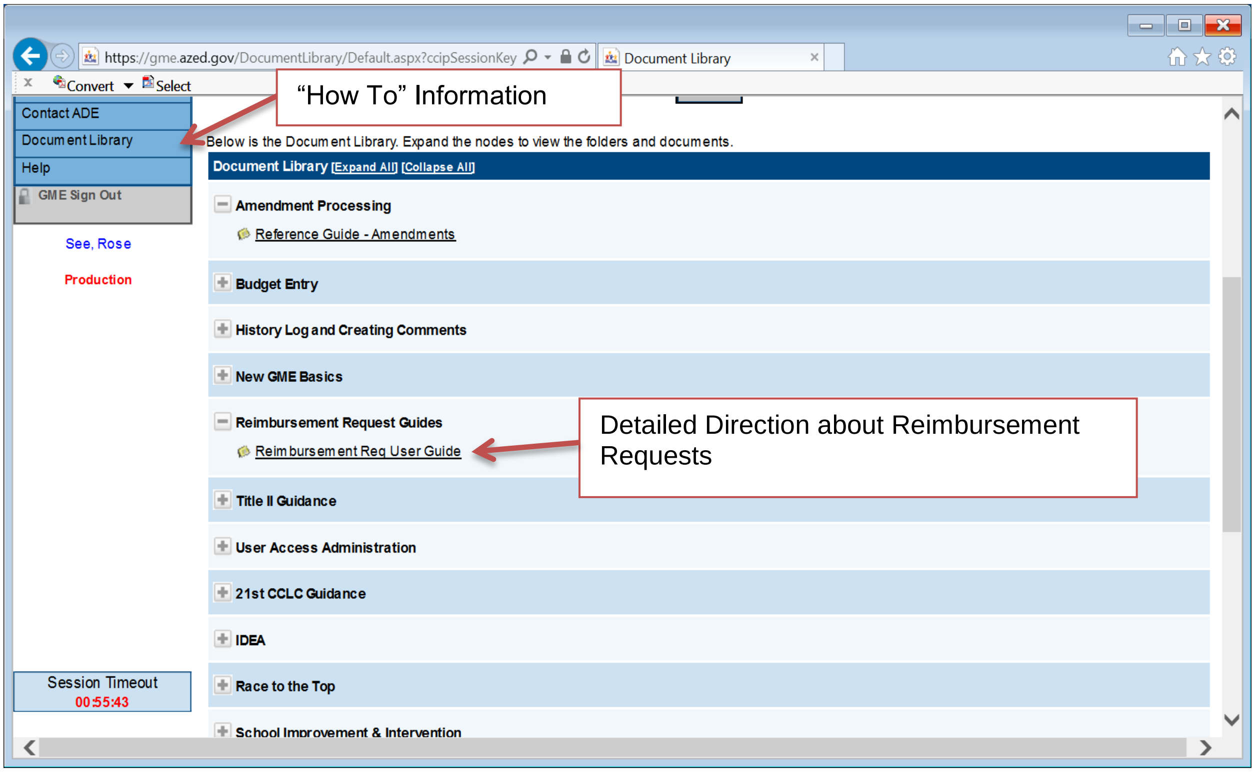
3. **Is it necessary for the local community college to fund a nontraditional program?**

    Yes. Each community college must have at least one nontraditional program on their program application each year as identified on the ADE Program list.

Reimbursement Requests

Reimbursements are requested through the GME system. Please refer to the "Document Library" area for detailed direction for Reimbursement requests.

Ideally, reimbursements are initiated as expenses are paid by the college. At a minimum, reimbursement requests should be initiated every 60 days.



HINT: The "Document Library" link on the Sections Page (left column) has detailed instructions and examples of how to submit a reimbursement as well as how to determine balances and payouts.

Submitting a Revision (Amendment)

A grant revision is required for the following situations:

- Expenditures will exceed a budgeted line item by more than 10% or $1000, whichever is greater
- Expenditures are incurred on a line item where there is no budgeted amount
- Changes in the project description or objectives from the original approved application
- Changes in the capital outlay purchases
- To change project end date
- If district requests Local Adjusted Level of Performance (LALP), add objective for changes in the program

On the "**Sections**" page of the Funding Application, click on the hyperlink that changes the status to "**Revision Started**".

When you click **"Confirm"** you will return to the "**Sections**" page where the Application Status says "**Revision Started**".

Go to the sections page to the category where the changes will be initiated (budget, programs, goals, etc.), and click on the link for "change". When you have completed all the revisions (e.g., midyear narrative or any budget changes), change the status at the top of the **"Sections"** page to "**Revision Completed**".

If there are Capital Outlay changes or additional jobs that are to be funded as a result of the revision, also go to the "Related Documents" area to attach new documents.

It is helpful to the ADE Program Specialist, if changes are highlighted or entered using red type to point out the revisions on the related documents (especially the revised Capital Outlay Worksheet).

The next step is "**LEA Business Manager Approved**". This could be the CTE Administrator or other designee. Your district must designate someone as LEA Business Manager for the CTE Grants. It does not require the person to be the business manager; however, the person must have that designation. **NOTE:** **Check the Address Book for your District on the left of the Sections page to see who is designated at what level.**

The next and final level at the district is "**LEA Authorized Representative Approved**". This can be the CTE Administrator or other district designee. Once this level is approved, the revision is submitted to ADE for the CTE Grants Program Specialist review.

There are two levels at ADE/CTE for approval: GPS (Grants Program Specialist) assigned to your district and CTE DAS (Deputy Associate Superintendent).

Other key points:

If you select **"Revision Completed"** but still have more changes needed, the status will need to change to **"LEA Business Manager Not Approved"** in order for you to continue revisions.

If you are having problems accessing the system, first try the Document Library available on the Sections page. If you cannot troubleshoot your own issue, then please contact the Postsecondary Grants Specialist at ADE.

Perkins Revisions due in GME by p.m., June 30.

HINT: Not mandatory, however, to expedite review/approval of your revision, use the narrative description in the "Budget Detail" for the appropriate object code to state the changes. You may also highlight the changes or indicate changes in red.

SAMPLE: 6/30/2014 Budget Amendment:

Increase capital from $x to $x for purchase of "x" in "x" program.

Decrease salary expenditure from $x to $x due to reduced hours in x program.

For detailed direction on the mechanics for submitting a revision in GME, please refer to the Quick Reference Guide found in the Documents Library in GME listed under "Amendment Processing".

FAQs (Frequently Asked Questions) For Editing and Revising Basic Grants

1. **How is the indirect cost rate determined for ADE grants?**

Each community college negotiates an indirect cost rate with the Federal government. Once the agreement has been received, the college needs to send a copy of the agreement to ADE auditors. Based on the Federal negotiated rate, the college's indirect cost will be approved (up to a maximum of 8%). The college will receive a letter from ADE indicating the approved cost rate for ADE administered grants.

2. **What is the maximum percentage of <u>Perkins</u> grant funds that can be allocated to indirect costs?**

If an agreement is on file at ADE, the district may allocate up to 5% of all Perkins funds <u>not used for capital</u>.

3. **What percentage of funds can be allocated to administrative costs?**

Each eligible recipient receiving funds under this part shall not use more than 5% of the funds for administrative costs associated with the administration of activities assisted under this section. (<u>Perkins Act of 2006, Sec. 135, Local Uses of Funds, (d) Administrative Costs</u>).

4. **What are the guidelines for paying new instructor staffing costs with Perkins funds?**

This response is determined by each individual situation, depending on supplanting. <u>Typically, instructor salaries should not be paid with Perkins funds</u>, because Perkins expenditures must be supplemental. An instructor's position would not be termed supplemental, but rather essential to a course or program. <u>Therefore, colleges may pay a new instructor position with Perkins for the first year only.</u>

5. **May colleges use Perkins dollars to pay for support staff?**

Support staff (e.g. administrative assistants, instructional aides, counselors, temporary staff, dual enrollment coordinators, and so on) can be paid using Perkins as long as their salary is only being supplemented by the grant and that their duties support the grant. Time and effort sheets will be required. Any salary paid using Perkins funds cannot supplant another funding source used to pay the same position.

6. An existing position works on dual enrollment agreements - specifically for academics and is funded with non-Perkins funds. Due to requirements of Perkins, the CC would like to rewrite the job description to include Perkins required activities. **Would the CC be able to use Perkins funds to pay for this position or is this considered supplanting?**

As the position has worked only on academic enrollment agreements and not CTE enrollment agreements, this would not be considered supplanting. This is considered a new activity and Perkins funds can be used for the portion of time allocated for CTE purposes.

7. **Is there a time and place when a shift in Perkins funding can occur with employee positions (i.e., re-organization, new job responsibilities, new programs, etc.)?**

Funding can be shifted when the change occurs. This could occur through the amendment process or with a new program year. Supplanting would only occur if you were paying for a CTE activity with non-Federal dollars and then you shift that activity to Perkins funds.

8. **Can Perkins dollars be used to pay for remodeling costs?**

Perkins dollars cannot be used to pay for expenses related to real property (i.e., construction related activities or purchase of land).

9. May Perkins funds be used to pay for classroom space, such as leasing a portable building or renting a separate facility?

This is not an allowable expenditure.

10. In the past, colleges have used Perkins funds to support the efforts of initial accreditation including staff to write self-study, accreditation review team, and accreditation fees. **Is it acceptable to fund re-accreditation efforts?**

Yes, Perkins dollars may be used to support accreditation efforts for new or existing occupational programs. Additional information will be necessary before approval of the expenditures.

11. May colleges use Perkins funds for tutoring costs?

Expenses such as paying tutors are allowable to support CTE programs. The student should be enrolled in an approved CTE program and the class is a requirement to complete the program such as a prerequisite in the program of study.

12. May colleges use Perkins monies for student financial assistance (i.e., tuition)?

Financial assistance can be made available to students, but only to those with a proven status as economically disadvantaged. Monetary payments may not be distributed directly to individual students. The expense must support program completion, such as purchasing supplies for the students, and all assistance must be documented for audit purposes.

13. May colleges use Perkins monies for professional development?

Yes. Allowable expenses for professional development are for ongoing, intensive training focused on deepening content knowledge/skills and/or instructional strategies to more effectively meet college standards and support improvement efforts toward CTE programs. It is recommended that a file be kept with documentation of who went to professional development events using Perkins funds, along with a description of the professional development event connection to the CTE programs on the grant, for audit purposes.

14. May colleges fund professional institutional memberships if they align with their approved CTE goals and objectives?

This is allowable if the membership truly enhances the college's CTE program/programs by means of being aligned with their approved goals and objectives. The membership must be for a position, not a person and may be renewed annually.

Annual Reporting Requirements

OVERVIEW

Each grant recipient is required to submit the following reports:

1. The Mid-year Narrative report is due on March 31. Changes to the "Detailed Programs" information for programs that will be funded for the current grant period are also due not later than March 31.

   Mid-Year narratives are submitted directly in GME. Each performance measure provides space (ITEM # 9) for progress and status updates for the objective.

2. Final Narrative report is due November 30.

   Starting with FY15, Final narratives are submitted directly in GME. Each performance measure provides space (ITEM # 10) for final status for each objective.

3. Consolidated Annual Report (CAR) to the Federal government.

   Each year, grant recipients are required to report: 1) participant and concentrator enrollment and 2) Basic Grant and Program of Study performance measures. The reports are due to CTE during the fall timeframe in order for CTE to prepare the final submission to OCTAE by December 31. **All screen shots of forms, definitions and guidelines are subject to annual change by OCTAE.**

4. Performance Measures Improvement Plan - only for colleges/districts not meeting minimum SALP at 90% **OR** Request for LALP (negotiated Levels of Performance) due by March 15.

MID-YEAR NARRATIVE REPORT

The mid-year narrative report is submitting using the GME system. Under each performance measure, report progress and improvements that were made to date. You may also report expenditures to date. At this time (March 31) Performance Improvement Plans will be initiated for those programs that did not meet performance measures in the past school year. This is the deadline for making any Occupational Program changes to add or delete programs that are to be funded by Perkins funds in the current fiscal year.

FINAL NARRATIVE REPORT

The Final Narrative Report is submitted using the GME system. Reporting will be done in each Performance Measure reporting activities conducted, improvements made, etc. The Final Narrative report is due to ADE not later than November 30.

Assurances

PROGRAM, FISCAL AND ACCOUNTABILITY ASSURANCES The Community College District provides assurance to the Arizona Department of Education that it has read, understands, and affirms that the Community College District accepts and commits to abide by the Federal Perkins Grant Program and Fiscal Assurances.	
PROGRAM ASSURANCES	
1. The recipient agrees to administer each program, service, or activity covered in this application in accordance with all applicable statutes and regulations governing the Carl D. Perkins Career and Technical Education 11Act of 2006 to include: a) Strengthening the academic, occupational and technical skills of students b) Providing students with strong experience in and understanding of all aspects of an industry, including partnerships/collaborations with local industry representatives c) Developing, improving or expanding the use of technology in career and technical education d) Providing professional development programs to instructors, counselors, and administrators e) Developing and implementing evaluations of career education programs f) Initiating, improving, expanding, and modernizing quality career and technical education programs g) Providing services and activities that are of sufficient size, scope, and quality to be effective h) Linking secondary and postsecondary career and technical education, including program of study initiatives and articulation agreements to include credits §2(4)(A-B). 2. The recipient agrees to be in compliance with Title VI of the Civil Rights Act of 1964, as amended; Title IX Regulations; Section 504 of the Rehabilitation Act of 1973, as amended; Individuals with Disabilities Education Act and any other federal or state laws, regulations and policies which apply to the operation of the program. 3. The recipient will annually evaluate their Career and Technical Education Program using the state established completion reports to assess progress of all students, including special populations, in meeting Arizona's core indicators of performance §123(b)(1); §134(b)(7). The recipient will cooperate and participate with the eligible agency including compliance with timely and complete, accurate, and reliable data collection activities, monitoring, assessment and reporting requirements §122(c)(13) or risk interruption or possible loss of all CTE funding. 4. The recipient assures that funds will be used to improve career and technical education courses/programs that are relevant and challenging and that lead to employment in high skill, high wage, or high demand occupations §122(c)(1)(I)(ii-iii). 5. The recipient assures equal access for students with disabilities will be accomplished through each college's accommodation policy as required by Title II Americans with Disabilities Act of 1990 (ADA). 6. The recipient has submitted the applicable program plan for State approval in conjunction with this grant application. The recipient has identified in the local plan submitted under Section 134, levels of performance for the year(s) covered by the local plan §113(b)(4)(A)(ii). The recipient will have on file and available upon request information on the Assessment, Articulation and Advisory Board for each Perkins supported program. 7. Within this grant period, the recipient has included performance improvement objective(s) for each core indicator deficiency identified as not meeting 90% of the agreed upon State or Local Adjusted Level of Performance, whichever is applicable. These objectives can be found in the approved program plan for this grant year.	LEA Agrees ☐Yes ☐No
FISCAL ASSURANCES	
1. The recipient assures that the Arizona Department of Education, the legislative auditors, and all other required personnel will be permitted access to the records and financial statements as necessary. The recipient will comply with all requirements of this title and State Plan, including the provision of financial audit of funds received under this title. §122(c)(11). 2. The recipient assures compliance with Arizona Department of Education CTE Equipment Guidelines. None of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity or any affiliate. [§122(c)(12)]. 3. The recipient assures they are informed of the requirements imposed by Federal laws, regulations, and the provisions of contracts or grant agreements as well as any supplemental requirements imposed by the Arizona Department of Education according to regulations issued by Office of Management and Budget Circular A-133. The recipient assures to comply with the requirements issued by the Office of Management and Budget Circular A-21 (postsecondary guidelines) in reference to the cost principles that apply for determining allowable costs. 4. The recipient assures to use program funds only to supplement and not supplant funds from non-Federal sources, and to the extent practical, increase the level of funds that would, in the absence of the Federal Funds, be made available from non-Federal sources. Recipient agrees to maintain all books, records and other documents for at least (3) federal fiscal years (5 years recommended) after the final payment or as described in 34CFR 74.53(b) whichever is longest. 5. Eligible recipients assure all professional development and training activities funded by Perkins excludes any entertainment costs or other unallowable costs. [OMB Circular A-87 Appendix B]. 6. The recipient assures obligation/spending of Perkins funds will occur only after the date which application has been designated by ADE as substantially approved; no expenditures may be charged or reimbursed to the grant before date of substantial approval 34 CFR 76.703 (EDGAR). 7. The recipient assures participation in the Program of Study (POS) consortium activities and assistance in getting at least one program of study established per member site [§135(b)(2)]. Recipients will obligate the necessary expenditures (excluding capital) of their Perkins allocation for POS activities.	LEA Agrees ☐Yes ☐No

Desk Monitoring and Program Assurances

PROGRAM ASSURANCES

Monitoring is required for districts that receive an allocation from the Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109 - 270 (Perkins IV). This report is an important step in promoting the accurate and reliable measure of student outcomes required in Perkins IV. The responses to the questions provide a continuous improvement process to track the impact of the Perkins IV funds on the performance of Arizona CTE students.

PROGRAM ASSURANCE 1-ANNUAL PROGRAM EVALUATION

The response to this question provides information verifying compliance with the assurances identified on the FY14 (previous year's) grant application.

ASSURANCE 1: Eligible recipients will annually evaluate their Career and Technical Education Programs (using the state established Performance Standards Evaluation process) to assess progress of all students, including special populations, in meeting Arizona's core indicators of performance [§123(b)(1) and [§134(b)(7)].	
Indicate the date the College's Annual Program Evaluation was conducted.	

HINT: ***"Program Evaluation Date:"*** **Can be approached in any of these suggested ways:**

1. Your College does annual CTE Program Reviews- this would be a combined review that included your stakeholders (teachers, students, business/industry partners) as well as a review of the performance measures set by Perkins, just use that date.

2. College does not do annual schedule Program Reviews- then the college would be assuring that they are using the feedback generated from your advisory committees, curriculum committees, students, etc. and results of the performance measures as applied to the CTE program performance (figures your college would report for the CAR) to monitor and make adjustments.

   In this case, we would recommend using any date between January and the end of the Spring Semester (Mayish) indicating that if asked, the college could provide proof of advisory meetings as well as improvements planned as a result of low performance against the performance measures.

3. In addition to the above, your college is asked to submit Mid-Year and Final Project Narratives. The college Mid-Year Narrative is also a method of monitoring and adjustment in program delivery. The college usually indicates corrective actions regarding meeting Performance Measures, as well as program improvements. You may use the date of your Mid-Year Narrative submission as the Program Review.

Whichever method your college uses for Program Monitoring, please be sure the college retains documentation in the event of a project/fiscal audit.

FISCAL ASSURANCES

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

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

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

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

The program list that follows is revised/developed every two years using U.S. Department of Commerce data to identify and prioritize high wage, high demand, high skills occupations. Using this list, colleges can identify programs that are classified as non-traditional for reporting purposes as well as matching programs meeting the high demand, high wage, high skills criteria. (refer to "Postsecondary Program Funding Requirements" section.

Arizona Department of Education

2015 CTE Program List

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

46.0300.30	Industrial Electrician	Female
52.1900.30	Interior Design and Merchandising	*
10.0200.40	Journalism	*
51.0800.30	Laboratory Assisting	Male
43.0100.00	Law, Public Safety and Security	Female
15.1300.40	Mechanical Drafting	Female
51.0800.60	Medical Assisting Services	Male
51.0800.40	Medical Imaging Support Services	Male
51.1500.00	Mental and Social Health Services	Male
10.0200.00	Music/Audio Production	Female
01.0100.50	Natural Renewable Resources Systems	Female
15.1200.30	Network Technologies	*
51.3900.00	Nursing Services	Male
51.0800.20	Pharmacy Support Services	Male
01.0100.30	Plant Systems	Female
01.0100.60	Power, Structural and Technical Systems	Female
48.0500.30	Precision Machining	Female
52.1800.20	Professional Sales and Marketing	*
46.0300.20	Residential Electrician	Female
51.0900.20	Respiratory Therapy Technician	*
15.1200.40	Software Development	*
51.0800.50	Sports Medicine and Rehabilitation Services	Male
51.0900.40	Surgical Technician	*
50.0500.20	Technical Theatre	Female
51.3500.00	Therapeutic Massage	Male
15.1200.50	Web Page Development	*
48.0508.00	Welding Technologies	Female

HINT: How does the community college make use of the ADE Programs List?

1. Because the list is developed by the Department of Commerce using the high wage, high skill, high demand criteria, it provides justification and documentation to show that the occupational program leads to employment in high skill, high wage or high demand occupations and the occupational program can be reasonably articulated or related to one of the programs on ADE's program list-matching the first two digits of the postsecondary CIP to one of ADE's approved program CIPs.
2. Colleges must fund at least one non-traditional program. The list can assist in identifying that program.

CTE Postsecondary Federal Perkins Grant Application Checklist

This tool is to help communicate feedback to the Local Educational Agency (LEA) on the submission of the FY15 CTE Postsecondary Federal Perkins grant application.

- CTE Postsecondary Perkins Specialist will review the applications and revisions and mark each section as “OK” or “Not Applicable” before Approval.
- If the line is marked “Attention Needed”, this indicates the application needs revisions in the stated areas.
- If the application is returned as “Not Approved”, the LEA will review and address items marked as “Attention Needed” as well as any comments noted in the Messages section of the GME application.
- After items are revised by the LEA, resubmitted for approval and the Postsecondary Perkins Specialist approve, “Attention Needed” will be changed to “OK” by the assigned CTE Specialist and the application status will be changed to Reviewed.

DUE DATES: THE CTE POSTSECONDARY FEDERAL PERKINS GRANT APPLICATION IS DUE JUNE 15. SUBSTANTIAL APPROVAL WILL BE GRANTED BY JULY 1 AS APPROPRIATE. ALL PROJECTS WILL HAVE FINAL APPROVAL BY OCTOBER 1.

Checklist Description

General Statements

1. Program, Fiscal and Accountability Assurances
   - LEA agrees to Program Assurances.
   - LEA agrees to Fiscal Assurances.
2. Federal Perkins Requirements-LEA agrees to carry out Federal Perkins Requirements.

Budget

1. All expenditures must support one or more objectives.
2. The total allocation must be budgeted.
3. All expenditures are listed in the appropriate budget codes.
4. Salaries must be listed in object code 4100 or 4150. If positions involve face-to-face with students, use object code 4100; if positions are support use object code 4150.
   - Narrative includes job title and FTE. (i.e., Instructional Aide-Culinary, .5 FTE) If new position, include “new”.
   - Job description must be uploaded into Related Documents section for each position.
5. Benefits must be listed in object code 4200.
6. Stipends indicate extra duty or extended contract pay.
   - Narrative must include #hours X $/hour X #people=total stipend.
   - Narrative must include activities to be performed.
7. Supplies include only program-specific instructional consumable supplies and not any general supplies.
   - Instructional supplies must include a general list of supplies with dollar amount and program area in the narrative to be considered for approval. Include site if applicable.
   - Instructional software must list specific software, dollar amount and program.
8. Capital Outlay: Must be CTE program-specific equipment.
   - Must include quantity, cost, description, purpose (includes CTE program name and site if a multi-site district).
9. Indirect cost cannot exceed more than 5% admin cap of total allocation.
10. **NOTE:** For professional development and training activities, supporting documentation for registration and travel should be available upon request.

Desk Monitoring

1. Desk Monitoring - Program Assurances
   a. Program Assurance 1: Include month and year for Annual Program Evaluation.
2. Desk Monitoring - Fiscal Assurances
   a. Financial Audit: Box 1 must include month/year for audit date and name of firm.
   b. All yes/no questions must be answered.
   c. Explanations and corrective action plans must be provided for any questions requiring such.

Postsecondary Occupational Programs

1. College lists all programs that will be assisted with Federal Perkins funds.
2. List by location, program title and CIP code.

PM 1P1-Technical Skill Attainment

1. Box 1: Includes the performance measure and objective number (i.e. 1P1, Objective 1).
2. Box 2: College selects applicable response based on objective.
3. Box 3- If selected "All CTE Programs" in box 2, box 3 should say N/A. If selected, "One or More CTE Programs" in box 2, must list the appropriate programs in box 3.
4. Box 4: If on Improvement Plan for the previous year's performance measure, should say "Yes". If not, should say "No".
5. Box 5: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely).
   - Objectives must be appropriate for the PM.
   - Objectives must include a date (month/year).
   - Objectives must focus on continuous improvement.
   - Must include language that states "*meet/exceed the SALP*" or other specific outcome.
6. Box 6: Justification explains how the objective or expenditure will improve the PM.
7. Box 7: LEA selects all appropriate expenditure categories using Perkins funds based on the budget. Align expenditure categories to budget function codes.
   - If Perkins funds are not being used to support objective, "None of the above" should be selected.
8. Box 8: Only complete if Perkins funds are being used. If not, use N/A.
   - Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development).
   - Description must match items listed in the narrative on the budget overview.
9. Boxes 9 and 10: Leave blank until due date.
10. Box 11-Select "Yes" if another objective is needed for this performance measure or "No" if this is the only objective needed for this PM.

PM 2P1- Credential, Certificate or Degree

1. Box 1: Includes the performance measure and objective number (i.e. 2P1, Objective 1).
2. Box 2: College selects applicable response based on objective.
3. Box 3- If selected "All CTE Programs" in box 2, box 3 should say N/A. If selected, "One or More CTE Programs" in box 2, must list the appropriate programs in box 3.
4. Box 4: If on Improvement Plan for the previous year's performance measure, should say "Yes". If not, should say "No".
5. Box 5: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely).
   - Objectives must be appropriate for the PM.
   - Objectives must include a date (month/year).
   - Objectives must focus on continuous improvement.
   - Must include language that states "*meet/exceed the SALP*" or other specific outcome.
6. Box 6: Justification explains how the objective or expenditure will improve the PM.
7. Box 7: LEA selects all appropriate expenditure categories using Perkins funds based on the budget. Align

expenditure categories to budget function codes.

- If Perkins funds are not being used to support objective, “None of the above” should be selected.

8. Box 8: Only complete if Perkins funds are being used. If not, use N/A.
    - Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development).
    - Description must match items listed in the narrative on the budget overview.
9. Boxes 9 and 10: Leave blank until due date.
10. Box 11-Select “Yes” if another objective is needed for this performance measure or “No” if this is the only objective needed for this PM.

PM 3P1-Student Retention or Transfer

1. Box 1: Includes the performance measure and objective number (i.e. 3P1, Objective 1).
2. Box 2: College selects applicable response based on objective.
3. Box 3- If selected “All CTE Programs” in box 2, box 3 should say N/A. If selected, “One or More CTE Programs” in box 2, must list the appropriate programs in box 3.
4. Box 4: If on Improvement Plan for the previous year’s performance measure, should say “Yes”. If not, should say “No”.
5. Box 5: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely).
    - Objectives must be appropriate for the PM.
    - Objectives must include a date (month/year).
    - Objectives must focus on continuous improvement.
    - Must include language that states “*meet/exceed the SALP*” or other specific outcome.
6. Box 6: Justification explains how the objective or expenditure will improve the PM.
7. Box 7: LEA selects all appropriate expenditure categories using Perkins funds based on the budget. Align expenditure categories to budget function codes.
    - If Perkins funds are not being used to support objective, “None of the above” should be selected.
8. Box 8: Only complete if Perkins funds are being used. If not, use N/A.
    - Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development).
    - Description must match items listed in the narrative on the budget overview.
9. Boxes 9 and 10: Leave blank until due date.
10. Box 11-Select “Yes” if another objective is needed for this performance measure or “No” if this is the only objective needed for this PM.

PM 4P1-Placement

1. Box 1: Includes the performance measure and objective number (i.e. 4P1, Objective 1).
2. Box 2: College selects applicable response based on objective.
3. Box 3- If selected “All CTE Programs” in box 2, box 3 should say N/A. If selected, “One or More CTE Programs” in box 2, must list the appropriate programs in box 3.
4. Box 4: If on Improvement Plan for the previous year’s performance measure, should say “Yes”. If not, should say “No”.
5. Box 5: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely).
    - Objectives must be appropriate for the PM.
    - Objectives must include a date (month/year).
    - Objectives must focus on continuous improvement.
    - Must include language that states “*meet/exceed the SALP*” or other specific outcome.
6. Box 6: Justification explains how the objective or expenditure will improve the PM.
7. Box 7: LEA selects all appropriate expenditure categories using Perkins funds based on the budget. Align expenditure categories to budget function codes.

- If Perkins funds are not being used to support objective, “None of the above” should be selected.

8. Box 8: Only complete if Perkins funds are being used. If not, use N/A.
   - Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development).
   - Description must match items listed in the narrative on the budget overview.
9. Boxes 9 and 10: Leave blank until due date.
10. Box 11-Select “Yes” if another objective is needed for this performance measure or “No” if this is the only objective needed for this PM.

PM 5P1-Nontraditional Participation

1. Box 1: Includes the performance measure and objective number (i.e. 5P1, Objective 1).
2. Box 2: College selects applicable response based on objective.
3. Box 3- If selected “All CTE Programs” in box 2, box 3 should say N/A. If selected, “One or More CTE Programs” in box 2, must list the appropriate programs in box 3.
4. Box 4: If on Improvement Plan for the previous year’s performance measure, should say “Yes”. If not, should say “No”.
5. Box 5: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely).
   - Objectives must be appropriate for the PM.
   - Objectives must include a date (month/year).
   - Objectives must focus on continuous improvement.
   - Must include language that states “*meet/exceed the SALP*” or other specific outcome.
6. Box 6: Justification explains how the objective or expenditure will improve the PM.
7. Box 7: LEA selects all appropriate expenditure categories using Perkins funds based on the budget. Align expenditure categories to budget function codes.
   - If Perkins funds are not being used to support objective, “None of the above” should be selected.
8. Box 8: Only complete if Perkins funds are being used. If not, use N/A.
   - Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development).
   - Description must match items listed in the narrative on the budget overview.
9. Boxes 9 and 10: Leave blank until due date.
10. Box 11-Select “Yes” if another objective is needed for this performance measure or “No” if this is the only objective needed for this PM.

PM 5P2-Nontraditional Completion

1. Box 1: Includes the performance measure and objective number (i.e. 5P2, Objective 1).
2. Box 2: College selects applicable response based on objective.
3. Box 3- If selected “All CTE Programs” in box 2, box 3 should say N/A. If selected, “One or More CTE Programs” in box 2, must list the appropriate programs in box 3.
4. Box 4: If on Improvement Plan for the previous year’s performance measure, should say “Yes”. If not, should say “No”.
5. Box 5: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely).
   - Objectives must be appropriate for the PM.
   - Objectives must include a date (month/year).
   - Objectives must focus on continuous improvement.
   - Must include language that states “*meet/exceed the SALP*” or other specific outcome.
6. Box 6: Justification explains how the objective or expenditure will improve the PM.
7. Box 7: LEA selects all appropriate expenditure categories using Perkins funds based on the budget. Align expenditure categories to budget function codes.
   - If Perkins funds are not being used to support objective, “None of the above” should be selected.
8. Box 8: Only complete if Perkins funds are being used. If not, use N/A.

- Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development).
- Description must match items listed in the narrative on the budget overview.

9. Boxes 9 and 10: Leave blank until due date.
10. Box 11-Select “Yes” if another objective is needed for this performance measure or “No” if this is the only objective needed for this PM.

Program of Study (POS)

1. Box 1: Includes POS and objective number (i.e. POS, Objective 1).
2. Box 2: College selects applicable response based on objective.
3. Box 3- If selected “All CTE Programs” in box 2, box 3 should say N/A. If selected, “One or More CTE Programs” in box 2, must list the appropriate programs in box 3.
4. Box 4: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely).
    - Objectives must be appropriate for the POS.
    - Objectives must include a date (month/year).
    - Objectives must focus on enhancing or maintaining one program to include all POS components.
    - Must include language that states specific outcome.
5. Box 5: Justification explains how the objective or expenditure will improve or enhance the POS.
6. Box 6: LEA selects all appropriate expenditure categories. Align expenditure categories to budget function codes.
    - Some Perkins funds must be designated as POS expenditures.
7. Box 7: Perkins funds must be used to support POS (excluding POS).
    - Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development).
    - Description must match items listed in the narrative on the budget overview.
8. Boxes 8 and 9: Leave blank until due date.
9. Box 10-Select “Yes” if another objective is needed for the POS or “No” if this is the only objective needed for the POS.

Postsecondary Federal Perkins Grant -- Allowable/Unallowable Costs

This **is not a complete list** of allowable/unallowable costs as it relates to Perkins. Please consider the Carl D. Perkins grant requirements and pertinent Federal cost guidelines.

Allowable	**NOT Allowable**
• Administrative costs • Advisory councils • Audit costs in accordance with the Single Audit Act (OMB Circular A-133) • Career education instruction (tuition cost of sending schools) • Career guidance and counseling • Communication costs (i.e. telephone, postage) • Compensation for personal services (salaries, wages, and fringe benefits) • Contracted services • Curriculum development • Displays, demonstrations, and exhibits • Equipment for approved career education instruction • Indirect costs (only if ADE/PS institution has an approved indirect cost rate) • Interpreters • Instructional furniture (i.e. student chairs/desks and computer workstations) • Instructional materials and supplies • Maintenance, operations, and repairs (i.e. utilities, janitorial services) • Outreach activities (i.e. newspapers, radio/TV, magazines) • Meetings and conferences • Memberships in civic and community organizations • Printing and reproduction • Professional development costs • Professional service costs (consultants) • Program evaluation • Publication and printing costs • Remedial services (i.e. tutoring, curriculum modification, instructional aids) • Rental/lease costs of buildings and equipment • Sending school costs (i.e. tuition, transportation) • Stipends • Student recognition awards (i.e. certificates, plaques, portfolios, trophies) • Technical skill assessments (TSAs) that are aligned with industry recognized standards • Training costs • Travel costs	• Alcoholic beverages • Alumni activities • Bad debts (losses from uncollectible accounts) • Buildings and land • Commencement and convocation costs • Construction, renovation, and/or remodeling of facilities • Contingency provisions • Contributions and donations (i.e. cash, property, services) • Copyrights/patents • Entertainment--amusement and social activities (i.e. sports tickets) • Expenditures that supplant • Fines and penalties • Food costs (see unallowable food costs guidance) • Fundraising • Gifts • Goods or services for personal use • Interest • Lobbying • Monetary awards • Political activities (i.e. contributions, fund raising, lobbying) • Pre-award costs (prior to July 1)

Federal Perkins Application Submittal and Approval Process

FEDERAL PERKINS GRANT PROCESS

- Use resources, instructions and guidelines **in Postsecondary Webinar information packet** to complete the Federal Perkins application.
- Deadline for submission of Federal Perkins Grant Application in its entirety is June 15, 2014. Since the date falls on Sunday, the system will remain open until close of business on June 16.
- For any grant applications not submitted by the due date, the following will occur:
  - GPS will contact CTE Administrator on 6/17 to provide technical assistance.
  - If no response within 48 hours, a district administrator will be contacted.
  - A submission date will be established to ensure substantial approval by July 1.
  - If the application is not submitted to meet substantial approval by July 1, no funds can be obligated and funding may be jeopardized.
- Your Grants Program Specialist will review your grant and provide notification by July 1, indicating at least substantial approval for the upcoming Federal Perkins Grant period. Date of substantial approval will be in the grants system. Refer to the *Substantially Approved Dates* on the Sections Page.
- To receive substantial approval the Grant must be submitted in its entirety including **objectives, budget, and assurances**.
- Districts obtaining Substantial Approval may begin obligating Perkins funds as of July 1 or thereafter based on date of Substantial Approval.
- If your district does not meet the requirements to be substantially approved by July 1, you may not obligate any funds until substantial approval status has been obtained. *Funds may not actually be expended until final approval is attained.*
- The review process will continue using the checklist until the grant attains final approval.
- All Federal Perkins Grants must have final approval by October 1.
- Please submit your application as soon as possible in order to insure prompt approval of your application. Utilize the afternoon computer workshop to expedite the process.

OVERVIEW

For each of the below performance measures colleges will submit objectives including the programs that will address the objectives. Objectives may be addressed by all the college CTE programs, or the college may list which programs will be measured and reported for each objective.

FEDERAL PERKINS GRANT PERFORMANCE MEASURES ARE AS FOLLOWS:

PERFORMANCE MEASURE 1P1: TECHNICAL SKILL ATTAINMENT - Strengthen student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate**.** [§113(b)(2)(B)(i)]. Improve academic and technical skills of CTE students through integration of academics with CTE programs [§134(b)(3)(B)].

PERFORMANCE MEASURE 2P1: CREDENTIAL, CERTIFICATE, OR DEGREE - Improve student attainment of an industry-recognized credential, a certificate or a degree [§113(b)(2)(B)(ii)].

PERFORMANCE MEASURE 3P1: STUDENT RETENTION OR TRANSFER - Improve student retention in postsecondary education or transfer to a baccalaureate degree program [§113(b)(2)(B)(iii)].

PERFORMANCE MEASURE 4P1: STUDENT PLACEMENT - Increase student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions. [§113(b)(2)(B)(iv)].

PERFORMANCE MEASURE 5P1: NONTRADITIONAL PARTICIPATION - Increase student participation in career and technical education programs that lead to employment in non-traditional fields. [§113(b)(2)(B)(v)]. Describe how funds will be used to provide information on preparation for nontraditional fields [§134(b)(10)].

PERFORMANCE MEASURE 5P2: Nontraditional Completion - Increase the student completion in career and technical education programs that lead to employment in non-traditional fields. [§113(b)(2)(B)(v)]. Describe how funds will be used to provide information on preparation for nontraditional fields [§134(b)(10)].

PROGRAM OF STUDY (POS): Eligible recipients will assure participation in the Program of Study (POS) consortium activities and assistance in getting at least one program of study established per member site [§135(b)(2)]. Eligible recipients will obligate the necessary expenditures of their Perkins allocation (excluding capital outlay) for POS activities.

NOTE: A template will be provided at the GME website for each performance measure. Only one table is necessary for each performance measure. Multiple objectives and multiple programs can be listed on one table.

POSTSECONDARY - SAMPLE OBJECTIVES

The following objectives are samples of actual objectives. The submitting college information has been “blacked out” to protect privacy. These are examples and are not meant to be a template of any sort.

1P1-Technical Skill Attainment

1. By September 30, 2015, fund the purchase of equipment and supplies for BCT, MAC, & WLD, receive, install, and integrate into curriculum. Students in these programs that sit for an industry related assessment, will meet or exceed the State Adjusted Level of Performance (SALP) of 92% during the 2014/15 academic year.
2. During the 2014-2015 academic year, student skills, competencies, outcomes and measures will be developed in partnership with industry advisory groups, and aligned with state and national standards. These elements will be defined in detailed course descriptions ([redacted] Form 3035) for each course in each CTE/Medical program. [redacted] will provide specialized tools, equipment, laboratories, and work areas tailored to the instructional requirements of each CTE and Medical program.
3. Perkins Capital expenditures will provide safe, high-quality learning environments for observation, practice, and skills attainment.
4. [redacted] achieved 88.47% on 1P1 on the November 2013 CAR. The expected goal for the 2014 CAR is 89.5%. [redacted]'s goal for the 2014 CAR is to increase performance by 1.16%, to 89.5%.

2P1- Credential, Certificate, Degree

1. By 5/29/15 ensure instructors are communicating with industry including discussions on internships, apprenticeships, and required licenses or third party certifications desired by potential employers and to meet the minimum SALP percentage.
2. By 10/10/2015 (one week after 45-day census) data will be available to calculate the performance measure, 2P1. the four programs listed in part 3 will be given assessments required for certificates and degrees. The percentage of "concentrator" students who successfully earn an industry-recognized credential, a certificate or a degree attesting to their technical skills based on industry-recognized standards will meet/exceed the 43% 2014/15 proposed SALP. Students will earn industry-recognized credentials, certificates and degrees by concerted support and efforts of nationally certified instructors, advisory boards and tutors, while learning in industry certified laboratories and clinics.

3P1 - Student Retention or Transfer

1. During school year 2014-2015, [redacted] Counselor/Retention Specialist [redacted] and his staff will contribute to student counseling and transition services by providing personal assessment and advising to all students in the Student Learning Center. Students will have access to free tutoring services in most subjects, including developmental math and reading, Monday through Friday, evenings, and on weekends so that student retention rates will meet or exceed the SALP metric of 54%.

   <u>Evaluation Performance Measure(s)</u>

   The number of student concentrators who remain enrolled in their original postsecondary institution or transferred to another two-year or four-year postsecondary institution will meet or exceed the SALP metric of 54%.

   <u>Continual Improvement</u>

   See Continual Improvement Plan as per 1P1 Objective One

   <u>Deliverables:</u>

   Best practice tutoring strategies and methodologies. Tutoring materials.

   <u>Data Collection Source:</u>

   Report from Student Learning Center documenting number of students tutored and discipline topic submitted every semester to the project administrator.

2. To fund 3 Part-time accounting/business, computer science & health sciences tutors and Passages Coordinator (.25 FTE) to support academic and occupational opportunities for CTE students by May 15, 2015 in order to meet/exceed SALP.

4P1- Student Placement

1. [redacted] will meet or exceed the SALP (to be assessed between October 1 and December 31, 2015) of CTE concentrators who were placed or retained in employment in the 2nd quarter following the program year in which they left postsecondary education.

   [redacted] to attain this objective collectively across its [redacted] campuses and [redacted] skill centers by improving CTE programs with the use of Perkins funding, as well as institutional funding and support. Program improvements, technology and instructional updates to assure that students are ready for today's job market, and additional career advising services for CTE concentrators will support increased placement and continued employment. Program improvements utilizing Perkins funding include improving available training resources, supporting faculty, enhancing advising and tutoring services, increasing awareness and availability of program information, updating available tools, technology and software for student training, and providing professional development for program faculty. As employers and recruiters see the value of having a workforce trained by [redacted], the effects of program improvements on placement and continued employment will be further increased.

   This objective will be evaluated by reviewing institutional and external data on CTE student placement or retention in employment. Data will be evaluated in the aggregate and by program area. Adjustments and improvements to the respective programs will be suggested and implemented accordingly.

2. During the 2014-2015 academic year, [redacted] and Perkins funds will be used to fund a Career Services office, with an adviser and aide, to match students and graduates with jobs in their career fields. These activities will be supported partially through Perkins funds from July 1, 2014 to June 30, 2015.

3. Perkins funds will be used to contact concentrators who have left [redacted] and to ascertain whether they have found employment, and/or whether they need career services assistance.

4. [redacted] achieved 40.18% on 4P1 on the November 2013 CAR. The college's goal is to achieve 41% for the 2014-2015 academic year.

5P1 - Nontraditional Participation

1. By September 30, 2015, fund a temporary 50% (.5 FTE position) District- wide Student Services Advanced Specialist position, who will assist and coordinate with Tribal Students' College transition, retention, and success and enhance the recruitment of nontraditional students. Non-traditional students’ participation at the College will meet or exceed the 5P1 SALP of 25%.

2. By September 30, 2015, the AUT, BCT, MAC, and WLD programs will invite at least one non-traditional program or industry representative to talk to students about career opportunities in the career field and to recruit non-traditional participation. The College will meet the SALP level of Non-traditional participation of 25%.

5P2- Nontraditional Completion

1. During school year 2014-2015, provide tuition waivers and book scholarship reimbursements for special population students (individuals with disabilities, economically disadvantaged students, single parents including single pregnant women, displaced homemakers, those pursing occupations for non-traditional fields, and students with limited English proficiency) to complete academic requirements leading to the completion of certificates or degrees.

2. <u>Performance Measure(s):</u>

   The number of CTE participants from underrepresented gender groups who complete a program that leads to employment in nontraditional fields shall meet or exceed the SALP metric of 18%.

   <u>Continual Improvement:</u>

See Continual Improvement Plan as per 1P1 Objective One

Deliverables:

Workforce ready non-traditional graduates with industry credentials, certificates and degrees.

Data Collection Source:

Instructor classroom records, academic records, surveys, and student portfolios. Student Tuition Waiver documentation on those students receiving waivers and completion of designated courses.

3. So that the college will meet or exceed the SALP, by June 30, 2015 the college counseling office will assist the CTE administration in providing textbook and childcare assistance vouchers to 45 non-traditional CTE Program participants needing financial support to facilitate completion of CTE programs for struggling students.

Program of Study (POS)

1. By September 30, 2015, fund a temporary 50% (.5FTE) (part time), Support Technician to assist with collecting and recording dual enrollment data, program of study data, program review packets, and State Workforce Investment Act eligible training provider program data from all the programs District-wide in support related processes at the College. At least 3 new courses will be identified for Program of Study pathways and at list 75 programs will be listed correctly on the WIA ETPL website.

   During the academic year 2014/2015, fund faculty supplemental pay for faculty or substitutes to allow [redacted] faculty and local high school and or the JTED faculty to meet together to review both the alignment of academic and technical courses and programs or prepare for industry certifications. At least 5 programs of study pathways will be documented.

SAMPLE Performance Measure in GME System

PERFORMANCE MEASURE 1P1: TECHNICAL SKILL ATTAINMENT - Strengthen student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate**.** [§113(b)(2)(B)(i)]. Improve academic and technical skills of CTE students through integration of academics with CTE programs [§134(b)(3)(B)].

1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 1P1, Objective One). When submitting more than one objective for this PM, sequentially number as 1P1, Objective Two.	
2	Will this objective be implemented for all CTE programs included in the Perkins application?	☐ All CTE Programs ☐ One or More CTE Programs
3	If no, list those programs where this objective will be implemented. If all CTE programs, state "N/A".	
4	Is this a required Program Improvement Plan (PIP) Objective based on the college's failing to attain 90% or more of the SALP?	☐ Yes ☐ No
5	**Measurable Objective:** State the Measurable Objective including descriptions how LEA will evaluate and continuously improve performance. Objective must be SMART--Specific, Measurable, Attainable, Results-oriented, and Timely.	
6	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Salaries-Instructional (4100) ☐ Salaries-Non-instructional (4150) ☐ Employee-Benefits (4200) ☐ Travel (4250) ☐ Supplies and Materials (4300) ☐ Purchased Services/Consultant Fees (4400) ☐ Tuition (4500) ☐ Printing and Reproduction (4600) ☐ Utilities and Communications (4700) ☐ Other Expenses (4800) ☐ Capital Outlay (4900) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	

If Perkins Funds are not to be used, check none of the above in Section #7, and state N/A in Section #8

9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If "Yes", a second template will appear. If "No", go to next measure.	☐ Yes ☐ No

HINT:

- Use the checklist for guidelines provided in the SECTIONS area to define specific detail to be included for each objective.
- Be sure activities listed under each objective will actually facilitate completing that objective.
- Include the statement "to meet or exceed SALP for EACH objective.
- Match related documents to funding categories (i.e. Capital Outlay Sheet to reflect funds spend on an objective; job descriptions related to funded objectives)
- Use the Performance levels chart to help target areas where the college needs specific funding/activities to achieve the target.
- If no Perkins funds will be used for the objective, please check box #7 (none of the above) and in Box #8 indicate N/A

2015 Postsecondary Performance Measures Definitions and Levels of Performance

Performance measures for Federal Perkins Grant participants are defined in the federal grant application. The State Adjusted Levels of Performance (SALP) are negotiated with the Federal Office of Career, Technical and Adult Education (OCTAE) to determine statewide goals at the secondary and postsecondary levels. Below are the historical levels of performance as well as the 2014/15 negotiated levels:

PM 1P1 **Technical Skill Attainment** 2010/11 SALP - 68.00% 2011/12 SALP - 85.00% 2012/13 SALP - 87.50% 2013/14 SALP - 88.50% **2014/15 SALP - 92%**	**Numerator:** Number of CTE concentrators who passed technical skill or end of program assessments that are aligned with industry-recognized standards during the reporting year. **Denominator:** Number of CTE concentrators who took technical skill or end of program assessments during the reporting year.
PM 2P1 **Credential certificate, or Degree** 2010/11 SALP - 41.00% 2011/12 SALP - 41.50% 2012/13 SALP - 42.00% 2013/14 SALP - 42.50% **2014/15 SALP - 43%**	**Numerator**: Number of CTE concentrators who received an industry-recognized credential, a certificate or a degree during the reporting year. **Denominator**: Number of CTE concentrators who left postsecondary education during the reporting year
PM 3P1 **Student Retention or Transfer** 2010/11 SALP - 49.00% 2011/12 SALP - 50.00% 2012/13 SALP - 52.00% 2013/14 SALP - 54.00% **2014/15 SALP - 60%**	**Numerator**: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2-year or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. **Denominator**: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate or a degree in the previous reporting year.
PM 4P1 **Student Placement** 2010/11 SALP - 37.00% 2011/12 SALP - 38.00% 2012/13 SALP - 39.00% 2013/14 SALP - 39.50% **2014/15 SALP - 40%**	**Numerator**: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30) will be assessed between October 1 and December 31. **Denominator**: Number of CTE concentrators who left postsecondary education during the reporting year.
PM 5P1 **Nontraditional Participation** 2010/11 SALP - 21.50% 2011/12 SALP - 22.50% 2012/13 SALP - 23.00% 2013/14 SALP - 23.50% **2014/15 SALP - 25%**	**Numerator**: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. **Denominator**: Number of CTE participants who participated in a program that leads to employment in a nontraditional field during the reporting year.
PM 5P2 **Nontraditional Completion** 2010/11 SALP - 17.00% 2011/12 SALP - 17.50% 2012/13 SALP - 18.00% 2013/14 SALP - 18.50% **2014/15 SALP - 20%**	**Numerator**: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. **Denominator**: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

Performance Measures - SALP and LALP

Grant recipients are required to meet 90% of the negotiated level of performance. Individual LEA's may negotiate local levels of performance (LALP) if there is a very specific and unique situation at the college which may prohibit desired levels of performance.

To negotiate a LALP, a formal application is made through ADE by March 15. Unique situations that did not exist in other parts of the State/U.S. would justify a LALP.

The 2014/15 90% level of performance is as follows:

	FY 2015	90% of SALP
1P1 Technical Skill Attainment	92.00%	82.80%
2P1 Credential, Certificate, or Degree	43.00%	38.70%
3P1 Student Retention or Transfer	60.00%	54.00%
4P1 Student Placement	40.00%	36.00%
5P1 Nontraditional Participation	25.00%	22.50%
5P2 Nontraditional Completion	20.00%	18.00%

Consolidated Annual Report Form IV (CAR IV) - Performance Measures

The CAR IV collects information on Career and Technical Education postsecondary performance measures for programs. The measures reported include: See Business Rules for direction.

Measure	Description
1P1 Technical Skill Attainment	**Numerator:** Number of CTE concentrators who passed technical skill or end of program assessments that are aligned with industry-recognized standards during the reporting year **Denominator:** Number of CTE concentrators who took technical skill or end of program assessments during the reporting year
2P1 Credential, Certificate, or Degree	**Numerator:** Number of CTE concentrators who received an industry-recognized credential, a certificate or a degree during the reporting year **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year
3P1 Student Retention or Transfer	**Numerator:** Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2-year or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year **Denominator:** Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate or a degree in the previous reporting year
4P1 Student Placement	**Numerator:** Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30) will be assessed between October 1 and December 31 **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year
5P1 Nontraditional Participation	**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year **Denominator:** Number of CTE participants who participated in a program that leads to employment in a nontraditional field during the reporting year
5P2 Nontraditional Completion	**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year **Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year

1P1 - TECHNICAL SKILL ATTAINMENT

REPORTING FORM -1P1

POSTSECONDARY CAREER AND TECHNICAL EDUCATION
1P1: Technical Skill Attainment
ARIZONA
PROGRAM YEAR<Enter FY>

Instructions:

1 Gender and Ethnicity counts are UNDUPLICATED
2 Special Populations counts are DUPLICATED
3 Each cell must contain a numeric value

College/District:	<Enter District Name>
Contact Name:	<Enter Perkins Contact Name>
Contact Title:	<Enter Perkins Contact Title>
Contact Telephone:	<Enter Perkins Contact Telephone>
Contact E-mail:	<Enter Perkins Contact Email>

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**						
2	**GENDER**						
3	Male						
4	Female						
5	**RACE/ETHNICITY* (1997 Revised Standards)**						
6	American Indian or Alaska Native						
7	Asian						
8	Black or African American						
9	Hispanic/Latino						
10	Native Hawaiian or Other Pacific Islander						
11	White						
12	Two or More Races						
13	Unknown						
14	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
15	Individuals With Disabilities (ADA)						
16	Economically Disadvantaged						
17	Single Parents						
18	Displaced Homemakers						
19	Limited English Proficient						
20	Nontraditional Enrollees						
21	Tech Prep						

***See Glossary in Postsecondary Manual**

Additional Information:

FIELD DEFINITIONS FOR 1P1 TECHNICAL SKILL ATTAINMENT

Field	Comments
Technical Skill Attainment	
Program Year	Program year for the report
College District	College name Do not create a separate worksheet for individual campuses within a college district
Contact Name	Contact name for the person responsible for reporting the data
Contact Title	Contact title for the person responsible for reporting the data
Contact Telephone	Contact telephone for the person responsible for reporting the data
Contact Email	Contact email for the person responsible for reporting the data
Gender	Total students broken out by gender
Ethnicity	Total students broken out by ethnicity (See Appendix E) 1. For PY09-10 and beyond, the 1997 ethnicity guidelines will be used
Special Population and Other Student Categories	Total students broken out by special population category See glossary "Special Pops" for definitions

BUSINESS RULES FOR 1P1 TECHNICAL SKILL ATTAINMENT

<table>
<tr><th>Category</th><th>Rule</th></tr>
<tr><td>Program Assessments</td><td>Occupational courses that are a part of a postsecondary CTE program.
1. For a Program Year, report results for:
• All CTE Programs
• Use the Community College Programs with Identified Assessments listed in Appendix F or confer with ADE about others you have identified.</td></tr>
<tr><td>Reporting Time Periods</td><td>A 1-year lag exists between report year and cohort exit year. This allows for the assessment period and collection of data for cohort.

1P1
<table>
<tr><th>Program Year</th><th>Enrolled Cohort Timeframe</th><th>Cohort Exit Year</th><th>Assessment Timeframe</th></tr>
<tr><td>2009 - 10</td><td>07/01/08 - 06/30/09</td><td>2008 - 09</td><td>Up to June 30, 2010</td></tr>
<tr><td>2010 - 11</td><td>07/01/09 - 06/30/10</td><td>2009 - 10</td><td>Up to June 30, 2011</td></tr>
<tr><td>2011 - 12</td><td>07/01/10 - 06/30/11</td><td>2010 - 11</td><td>Up to June 30, 2012</td></tr>
<tr><td>2012 - 13</td><td>07/01/11 - 06/30/12</td><td>2011 - 12</td><td>Up to June 30, 2013</td></tr>
<tr><td>2013 - 14</td><td>07/01/12 - 06/30/13</td><td>2012 - 13</td><td>Up to June 30, 2014</td></tr>
</table></td></tr>
<tr><td>Cohort</td><td>1. The student is tracked for 5 years from first enrollment or until the student meets the requirement of “transfer”, “graduate”, or “placement”
2. Student may only be counted one (1) time even though the student meets the criteria for multiple programs
3. A student that meets the definition of “concentrator”. See Concentrator definition
4. Gender and Ethnic data is unduplicated counts
5. Special Populations data is duplicated counts
6. Student cohort will be indicated in assessment results received by the institution. This measure does not look at the number of students who could have taken an assessment
7. Student cohort is concentrators who either left the institution or completed a program during the cohort timeframe, and who took the assessment during the assessment timeframe.
8. Exclude all high school students
9. Include assessments taken during student’s postsecondary enrollment, as well as up to one year after exiting the institution
10. Only one student assessment can be counted on a CAR Report (One student, one assessment per CAR Report)</td></tr>
<tr><td>Numerator</td><td>Number of <u>CTE concentrators</u> who passed approved technical skill or end of program assessments that are aligned with industry-recognized standards during the reporting year</td></tr>
<tr><td>Denominator</td><td>Number of <u>CTE concentrators</u> who took approved technical skill or end of program assessments during the reporting year</td></tr>
</table>

FAQs for 1P1 Technical Skill Attainment

1. **What is a valid measure of technical skill attainment?**
    a. *End-of-program State or National licensing/certification exams.*
    b. *CTE Online Industry Assessment.*

2. **Will there be opportunities to make changes to the Community Colleges' Program Assessment List? (See Appendix F)**
    a. *The list will be updated annually based on programs identified on the community college grants.*
    b. *Colleges will be expected to continue reporting 1P1 data for all CTE Programs offered at their sites.*
    c. *District is expected to maintain or increase student count. If course enrollment in a district's programs increases considerably, this rationale may be used for annually increasing coverage of programs and students in CTE as outlined in the Arizona State Plan. If current program enrollment will not increase student coverage, then a new program(s) must be added to the application. College district student enrollment in CTE programs are expected to increase because the state enrollment must increase.*

3. **If the concentrator took the assessment before exiting the institution, is the student included in the cohort?**

    Yes, the student is included in the cohort. Use assessments taken during the student's postsecondary enrollment, as well as up to one year after exiting the institution.

4. **A concentrator who exited did not take an assessment. Is the student included in the cohort?**

    No, the student is excluded from the cohort.

5. **A concentrator took more than one type of assessment during the Assessment Timeframe. How do I count the student?**
    a. *When reporting to the State, count the student only one time. Include the student once in the denominator because an assessment was taken and once in the numerator for an assessment passed.*
    b. *If you choose to prepare reports by each assessment for internal use by your college administrators, you can report the student on each individual report to accurately reflect the program's results.*

6. **A concentrator took the same assessment more than once. How do I count the student?**

    Count the student only one time. Include the student once in the denominator because an assessment was taken and once in the numerator for an assessment passed.

REPORTING FORM 2P1 - INDUSTRY RECOGNIZED CREDENTIAL, A CERTIFICATE OR A DEGREE

POSTSECONDARY CAREER AND TECHNICAL EDUCATION
2P1: Credential, Certificate, Degree
ARIZONA
PROGRAM YEAR<Enter FY>

College/District:	<Enter District Name>
Contact Name:	<Enter Perkins Contact Name>
Contact Title:	<Enter Perkins Contact Title>
Contact Telephone:	<Enter Perkins Contact Telephone>
Contact E-mail:	<Enter Perkins Contact Email>

Instructions:

1 Gender and Ethnicity counts are UNDUPLICATED
2 Special Populations counts are DUPLICATED
3 Each cell must contain a numeric value

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**						
2	**GENDER**						
3	Male						
4	Female						
5	**RACE/ETHNICITY* (1997 Revised Standards)**						
6	American Indian or Alaska Native						
7	Asian						
8	Black or African American						
9	Hispanic/Latino						
10	Native Hawaiian or Other Pacific Islander						
11	White						
12	Two or More Races						
13	Unknown						
14	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
15	Individuals With Disabilities (ADA)						
16	Economically Disadvantaged						
17	Single Parents						
18	Displaced Homemakers						
19	Limited English Proficient						
20	Nontraditional Enrollees						
21	Tech Prep						
22	**DISAGGREGATE INDICATORS**						
23	Credential						
24	Certificate						
25	Degree						

***See Glossary in Postsecondary Manual**

Additional Information:

FIELD DEFINITIONS FOR INDUSTRY RECOGNIZED CREDENTIAL, A CERTIFICATE OR A DEGREE

Field	Comments
Credential, Certificate, Degree	
Program Year	Program year for the report
College District	College name Do not create a separate worksheet for individual campuses within a college district
Contact Name	Contact name for the person responsible for reporting the data
Contact Title	Contact title for the person responsible for reporting the data
Contact Telephone	Contact telephone for the person responsible for reporting the data
Contact Email	Contact email for the person responsible for reporting the data
Gender	Total students broken out by gender. Gender must be identified
Ethnicity	Total students broken out by ethnicity For PY09-10 and beyond, the 1997 ethnicity guidelines will be used
Special Population and Other Student Categories	Total students broken out by special population See glossary "Special Pops" for definitions
Sub Indicators/ Disaggregate Indicators	Credential - Industry-recognized credential Certificate - Student totals for those who have earned a college or industry certificate Degree - Student totals for those who have earned a degree See glossary "Awards" or "Certificate"

BUSINESS RULES FOR 2P1 INDUSTRY RECOGNIZED CREDENTIAL, A CERTIFICATE OR A DEGREE

Category	Rule
Reporting Time Periods	A 1-year lag exists between report year and cohort exit year. This allows time for the collection of data for exiting cohort ***2P1*** (see table below)
Cohort	1. The student is tracked for 5 years from first enrollment or until the student meets the requirement of "transfer", "graduate", or "placement" 2. Student may only be counted one (1) time even though the student meets the criteria for multiple programs 3. A student that meets the definition of "concentrator". See Concentrator definition 4. Students have exited from the institution during the cohort timeframe. Use enrollment data in the fall term following the cohort timeframe to determine if the student has exited (left) 5. Exclude all high school students
Numerator	Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year
Denominator	Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year

2P1

Program Year	Enrolled Cohort Timeframe	Cohort Exit Year
2009 - 10	07/01/08 - 06/30/09	2008 - 09
2010 - 11	07/01/09 - 06/30/10	2009 - 10
2011 - 12	07/01/10 - 06/30/11	2010 - 11
2012 - 13	07/01/11 - 06/30/12	2011 - 12
2013 - 14	07/01/12 - 06/30/13	2012 - 13

FAQs for Industry Recognized Credential, Certificate, Degree (2P1)

1. **In the Sub Indicator/Disaggregate Indicator section, is the count duplicated or unduplicated?**
   Unduplicated

2. **Under Sub Indicator/Disaggregate Indicator, where do you count the person who received both a certificate and a degree?**
   You decide, but only count the student one time.

3. **How do you define "exited or left" the institution?**
   A student is not enrolled in any classes at the institution. The exit year is the last year of the last enrollment in classes.

4. **What if a student who has exited or left returns to the institution and enrolls in another program?**
   That student is considered a new student and may be counted because they are not concurrently enrolled in two programs.

5. **If a student completed the requirements for an award, but did not receive an award, can that student be counted in the numerator?**
   No. The student must have received the award.

3P1 - STUDENT RETENTION OR TRANSFER

REPORTING FORM 3P1- STUDENT RETENTION OR TRANSFER

POSTSECONDARY CAREER AND TECHNICAL EDUCATION
3P1: Student Retention or Transfer
ARIZONA
PROGRAM YEAR<Enter FY>

Instructions:

1 Gender and Ethnicity counts are UNDUPLICATED
2 Special Populations counts are DUPLICATED
3 Each cell must contain a numeric value

College/District:	<Enter District Name>
Contact Name:	<Enter Perkins Contact Name>
Contact Title:	<Enter Perkins Contact Title>
Contact Telephone:	<Enter Perkins Contact Telephone>
Contact E-mail:	<Enter Perkins Contact Email>

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL						
2	GENDER						
3	Male						
4	Female						
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaska Native						
7	Asian						
8	Black or African American						
9	Hispanic/Latino						
10	Native Hawaiian or Other Pacific Islander						
11	White						
12	Two or More Races						
13	Unknown						
14	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)						
16	Economically Disadvantaged						
17	Single Parents						
18	Displaced Homemakers						
19	Limited English Proficient						
20	Nontraditional Enrollees						
21	Tech Prep						

*See Glossary in Postsecondary Manual

Additional Information:

FIELD DEFINITIONS FOR 3P1 RETENTION OR TRANSFER

Field	Comments
Retention or Transfer	
Gender	Total students broken out by gender
Ethnicity	Total students broken out by ethnicity 1. For PY09-10 and beyond, the 1997 ethnicity guidelines will be used
Special Population and Other Student Categories	Total students broken out by special population See glossary "Special Pops" for definitions

BUSINESS RULES FOR 3P1 RETENTION OR TRANSFER

Category	Rule
Reporting Time Periods	A 1-year lag exists between cohort year and program year. This allows time for the collection of data for cohort ***3P1*** **Program Year / Cohort Period / Cohort Exit Year / Retention Period** 2009 - 10 / Fall 2008 / 2008 - 09 / Fall 2009 2010 - 11 / Fall 2009 / 2009 - 10 / Fall 2010 2011 - 12 / Fall 2010 / 2010 - 11 / Fall 2011 2012 - 13 / Fall 2011 / 2011 - 12 / Fall 2012 2013 - 14 / Fall 2012 / 2012 - 13 / Fall 2013
Cohort	1. The student is tracked for 5 years from first enrollment or until the student meets the requirement of "transfer", "graduate", or "placement" 2. Student may only be counted one (1) time even though the student meets the criteria for multiple programs 3. A student that meets the definition of "concentrator". See Concentrator definition 4. Students that have 1) returned to the institution the following fall of the school year, OR 2) transferred to a 2-year or to a 4-year institution in the fall 5. Student did not receive a certificate or degree 6. These are all unduplicated numbers 7. Exclude all high school students
Numerator	Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2-year or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year
Denominator	Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year

3P1

Program Year	Cohort Period	Cohort Exit Year	Retention Period
2009 - 10	Fall 2008	2008 - 09	Fall 2009
2010 - 11	Fall 2009	2009 - 10	Fall 2010
2011 - 12	Fall 2010	2010 - 11	Fall 2011
2012 - 13	Fall 2011	2011 - 12	Fall 2012
2013 - 14	Fall 2012	2012 - 13	Fall 2013

FAQs for Retention or Transfer

1. **If a student completed the requirements for an award, but did not receive an award, should the student be counted in the numerator?**

   No, the student did not receive an award.

4P1 - STUDENT PLACEMENT

REPORTING FORM 4P1- STUDENT PLACEMENT

POSTSECONDARY CAREER AND TECHNICAL EDUCATION
4P1: Student Placement
ARIZONA
PROGRAM YEAR<Enter FY>

Instructions:

1 Gender and Ethnicity counts are UNDUPLICATED
2 Special Populations counts are DUPLICATED
3 Each cell must contain a numeric value

College/District:	<Enter District Name>
Contact Name:	<Enter Perkins Contact Name>
Contact Title:	<Enter Perkins Contact Title>
Contact Telephone:	<Enter Perkins Contact Telephone>
Contact E-mail:	<Enter Perkins Contact Email>

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**						
2	**GENDER**						
3	Male						
4	Female						
5	**RACE/ETHNICITY* (1997 Revised Standards)**						
6	American Indian or Alaska Native						
7	Asian						
8	Black or African American						
9	Hispanic/Latino						
10	Native Hawaiian or Other Pacific Islander						
11	White						
12	Two or More Races						
13	Unknown						
14	**STUDENT CATEGORIES**						
15	Individuals With Disabilities (ADA)						
16	Economically Disadvantaged						
17	Single Parents						
18	Displaced Homemakers						
19	Limited English Proficient						
20	Nontraditional Enrollees						
21	Tech Prep						
22	**DISAGGREGATE INDICATORS**						
23	Apprenticeship						
24	Employment						
25	Military						

***See Glossary in Postsecondary Manual**

Additional Information:

FIELD DEFINITIONS FOR 4P1 STUDENT PLACEMENT

<table>
<tr><th>Field</th><th>Comments</th></tr>
<tr><td colspan="2">Student Placement</td></tr>
<tr><td>Gender</td><td>Total students broken out by gender</td></tr>
<tr><td>Ethnicity</td><td>Total students and Program of Study (subset) broken out by ethnicity
1. For PY09-10 and beyond, the 1997 ethnicity guidelines will be used</td></tr>
<tr><td>Special Population and Other Student Categories</td><td>Total students and Program of Study (subset) broken out by special population. See glossary “Special Pops” for definitions</td></tr>
<tr><td>Sub-Indicators/ Disaggregate Indicators</td><td>The following sub indicators will be reported:
<table>
<tr><td>Apprenticeship</td><td>Student totals for students that were in an apprenticeship program 2^{nd} quarter following exiting</td></tr>
<tr><td>Employment</td><td>Student totals for students that were employed the 2^{nd} quarter following exiting</td></tr>
<tr><td>Military</td><td>Student totals for students that had enlisted into the military the 2^{nd} quarter following exiting</td></tr>
</table>
</td></tr>
</table>

BUSINESS RULES FOR 4P1 STUDENT PLACEMENT

<table>
<tr><th>Category</th><th>Rule</th></tr>
<tr><td>Reporting Time Periods</td><td>A 1-year lag exists between cohort year and program year. This allows for the collection of placement data for exiting cohort
4P1
<table>
<tr><th>Program Year</th><th>Enrolled Cohort Timeframe</th><th>Cohort Exit Year</th></tr>
<tr><td>2009 - 10</td><td>07/01/08 - 06/30/09</td><td>2008 - 09</td></tr>
<tr><td>2010 - 11</td><td>07/01/09 - 06/30/10</td><td>2009 - 10</td></tr>
<tr><td>2011 - 12</td><td>07/01/10 - 06/30/11</td><td>2010 - 11</td></tr>
<tr><td>2012 - 13</td><td>07/01/11 - 06/30/12</td><td>2011 - 12</td></tr>
<tr><td>2013 - 14</td><td>07/01/12 - 06/30/13</td><td>2012 - 13</td></tr>
</table>
</td></tr>
<tr><td>Cohort</td><td>1. The student is tracked for 5 years from first enrollment or until the student meets the requirement of “transfer”, “graduate”, or “placement”
2. Student may only be counted one (1) time even though the student meets the criteria for multiple programs
3. A student that meets the definition of “concentrator”. See Glossary
4. Student has left the institution during the cohort timeframe. Use enrollment data in the fall term following the cohort timeframe to determine if the student has left
5. Exclude all high school students</td></tr>
<tr><td>Numerator</td><td>Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2^{nd} quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30) will be assessed between October 1 and December 31</td></tr>
<tr><td>Denominator</td><td>Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year</td></tr>
</table>

FAQs for 4P1 Student Placement

1. Is there a denominator for the Sub Indicator/Disaggregate Indicator?
There is no denominator.

5P1 - Nontraditional Participation

REPORTING FORM 5P1 - NONTRADITIONAL PARTICIPATION

POSTSECONDARY CAREER AND TECHNICAL EDUCATION
5P1: Nontraditional Participation
ARIZONA
PROGRAM YEAR<Enter FY>

Instructions:

1 Gender and Ethnicity counts are UNDUPLICATED
2 Special Populations counts are DUPLICATED
3 Each cell must contain a numeric value

College/District:	<Enter District Name>
Contact Name:	<Enter Perkins Contact Name>
Contact Title:	<Enter Perkins Contact Title>
Contact Telephone:	<Enter Perkins Contact Telephone>
Contact E-mail:	<Enter Perkins Contact Email>

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL						
2	GENDER						
3	Male						
4	Female						
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaska Native						
7	Asian						
8	Black or African American						
9	Hispanic/Latino						
10	Native Hawaiian or Other Pacific Islander						
11	White						
12	Two or More Races						
13	Unknown						
14	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)						
16	Economically Disadvantaged						
17	Single Parents						
18	Displaced Homemakers						
19	Limited English Proficient						
20	Tech Prep						
*See Glossary in Postsecondary Manual							

Additional Information:

FIELD DEFINITIONS FOR 5P1 NONTRADITIONAL PARTICIPATION

Field	Comments
Participant Enrollment	
Gender	Total students broken out by gender
Ethnicity	Total students broken out by ethnicity 1. For PY09-10 and beyond, the 1997 ethnicity guidelines will be used
Special Population and Other Student Categories	Total students broken out by special population See glossary "Special Pops" for definitions

BUSINESS RULES FOR 5P1 NONTRADITIONAL PARTICIPATION

<table>
<tr><th>Category</th><th>Rule</th></tr>
<tr><td>Reporting Time Periods</td><td>Cohort year and program year are the same

5P1
<table>
<tr><th>Program Year</th><th>Enrolled Cohort Timeframe</th><th>Cohort Exit Year</th></tr>
<tr><td>2009 - 10</td><td>07/01/08 - 06/30/09</td><td>2008 - 09</td></tr>
<tr><td>2010 - 11</td><td>07/01/09 - 06/30/10</td><td>2009 - 10</td></tr>
<tr><td>2011 - 12</td><td>07/01/10 - 06/30/11</td><td>2010 - 11</td></tr>
<tr><td>2012 - 13</td><td>07/01/11 - 06/30/12</td><td>2011 - 12</td></tr>
<tr><td>2013 - 14</td><td>07/01/12 - 06/30/13</td><td>2012 - 13</td></tr>
</table></td></tr>
<tr><td>Cohort</td><td>1. The student is tracked for 5 years from first enrollment or until the student meets the requirement of “transfer”, “graduate”, or “placement”
2. Student may only be counted one (1) time even though the student meets the criteria for multiple programs
3. A student that meets the definition of “participant”. See Participant definition
4. Gender Unknown designation is not allowed. For those students with an unclassified gender
a. Split the number evenly into the male and female categories, OR
b. Designate the gender based on name, OR
c. Do not include in the numbers at all, OR
d. Use your known ratio for the program
5. Exclude all high school students</td></tr>
<tr><td>Numerator</td><td>Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year</td></tr>
<tr><td>Denominator</td><td>Number of <u>CTE participants</u> who participated in a program that leads to employment in a nontraditional field during the reporting year</td></tr>
</table>

FAQs for 5P1 Nontraditional Participation

1. How do I determine Nontraditional programs?
ADE prepares the list in collaboration with current OVAE research. See Appendix F.

2. Is it acceptable to use student identified program intent to determine program participation?
No. Use courses taken and student enrollment within a nontraditional program to determine participation.

5P2 - NONTRADITIONAL COMPLETION

REPORTING FORM 5P2 - NONTRADITIONAL COMPLETION

POSTSECONDARY CAREER AND TECHNICAL EDUCATION
5P2: Nontraditional Completion
ARIZONA
PROGRAM YEAR<Enter FY>

College/District:	<Enter District Name>
Contact Name:	<Enter Perkins Contact Name>
Contact Title:	<Enter Perkins Contact Title>
Contact Telephone:	<Enter Perkins Contact Telephone>
Contact E-mail:	<Enter Perkins Contact Email>

Instructions:

1 Gender and Ethnicity counts are UNDUPLICATED
2 Special Populations counts are DUPLICATED
3 Each cell must contain a numeric value

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL						
2	GENDER						
3	Male						
4	Female						
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaska Native						
7	Asian						
8	Black or African American						
9	Hispanic/Latino						
10	Native Hawaiian or Other Pacific Islander						
11	White						
12	Two or More Races						
13	Unknown						
14	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)						
16	Economically Disadvantaged						
17	Single Parents						
18	Displaced Homemakers						
19	Limited English Proficient						
20	Tech Prep						
*See Glossary in Postsecondary Manual							

Additional Information:

FIELD DEFINITIONS FOR 5P2 NONTRADITIONAL COMPLETION

Field	Comments
Nontraditional Placement	
Gender	Total students broken out by gender
Ethnicity	Total students and Program of Study (subset) broken out by ethnicity 1. For PY09-10 and beyond, the 1997 ethnicity guidelines will be used
Special Population and Other Student Categories	Total students broken out by special population See glossary "Special Pops" for definitions

BUSINESS RULES FOR 5P2 NONTRADITIONAL COMPLETION

<table>
<tr><th>Category</th><th>Rule</th></tr>
<tr><td>Reporting Time Periods</td><td>A 1-year lag exists between cohort year and program year. This allows time for the collection of data for cohort

5P2
<table>
<tr><th>Program Year</th><th>Enrolled Cohort Timeframe</th><th>Cohort Exit Year</th></tr>
<tr><td>2009 - 10</td><td>07/01/08 - 06/30/09</td><td>2008 - 09</td></tr>
<tr><td>2010 - 11</td><td>07/01/09 - 06/30/10</td><td>2009 - 10</td></tr>
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<tr><td>2012 - 13</td><td>07/01/11 - 06/30/12</td><td>2011 - 12</td></tr>
<tr><td>2013 - 14</td><td>07/01/12 - 06/30/13</td><td>2012 - 13</td></tr>
</table></td></tr>
<tr><td>Cohort</td><td>1. The student is tracked for 5 years from first enrollment or until the student meets the requirement of “transfer”, “graduate”, or “placement”
2. Student may only be counted one (1) time even though the student meets the criteria for multiple programs
3. A student that meets the definition of “concentrator”. See Concentrator definition
4. Gender Unknown designation is not allowed. For those students with an unclassified gender
a. Split the number evenly into the male and female categories, OR
b. Designate the gender based on name, OR
c. Do not include in the numbers at all, OR
d. Use your known ratio for the program
5. Exclude all high school students</td></tr>
<tr><td>Numerator</td><td>Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year</td></tr>
<tr><td>Denominator</td><td>Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year</td></tr>
</table>

FAQs for 5P2 Nontraditional Completion

1. How do I determine Nontraditional programs?

ADE prepares the list in collaboration with current OVAE research. See Appendix F.

2. If a student completed the requirements for a program, but did not receive an award, can that student be counted in the numerator and denominator?

No. The student must have received an award.

Performance Improvement Plans

PERKINS LAW (*CARL D. PERKINS ACT OF 2006)* REGARDING IMPROVEMENT PLANS

Reads as follows:

SEC. 123. IMPROVEMENT PLANS.

(b) Local Program Improvement-

(1) LOCAL EVALUATION- Each eligible agency shall evaluate annually, using the local adjusted levels of performance described in section 113(b)(4), the career and technical education activities of each eligible recipient receiving funds under this title.

(2) PLAN- If, after reviewing the evaluation in paragraph (1), the eligible agency determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in section 113(b)(4), the eligible recipient shall develop and implement a program improvement plan (with special consideration to performance gaps identified under section

113(b)(4)(C)(ii)(II)) in consultation with the eligible agency, appropriate agencies, individuals, and organizations during the first program year succeeding the program year for which the eligible recipient failed to so meet any of the local adjusted levels of performance for any of the core indicators of performance.

(3) TECHNICAL ASSISTANCE- If the eligible agency determines that an eligible recipient is not properly implementing the eligible recipient's responsibilities under section 134, or is not making substantial progress in meeting the purposes of this Act, based on the local adjusted levels of performance, the eligible agency shall work with the eligible recipient to implement improvement activities consistent with the requirements of this

Act.

(4) SUBSEQUENT ACTION-

(A) IN GENERAL- The eligible agency may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient's allotment under this title if the eligible recipient--

(i) fails to implement an improvement plan as described in

paragraph (2);

(ii) fails to make any improvement in meeting any of the local adjusted levels of performance for the core indicators of performance identified under paragraph (2) within the first program year of implementation of its improvement plan described in paragraph (2); or

(iii) fails to meet at least 90 percent of an agreed upon local adjusted level of performance for the same core indicator of performance for 3 consecutive years.

(B) WAIVER FOR EXCEPTIONAL CIRCUMSTANCES- In determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions--

(i) due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the eligible recipient; or

(ii) based on the impact on the eligible recipient's reported performance of the small size of the career and technical education program operated by the eligible recipient.

(5) FUNDS RESULTING FROM REDUCED ALLOTMENTS- The eligible agency shall use funds withheld under paragraph (4) from an eligible recipient to provide (through alternative arrangements) services and activities to students within the area served by such recipient to meet the purposes of this Act.

Arizona Department of Education, Career and Technical Education, would not exert the action described in the law except for very extreme noncompliance issues. For most circumstances, college districts not meeting the SALP measures will be asked to complete a “Performance Improvement Action Plan” for each of the performance measures not met. The third year not meeting any one performance measure, the college will be placed on a “Directed Improvement Plan” and be required to allocate ten percent (10%) of their total Perkins allocation toward improvement of the Performance Measure(s) not met for three years.

DIRECTED IMPROVEMENT PLAN

Colleges not meeting the State Adjusted Level of Performance (SALP) <u>for</u> **<u>three or more consecutive years</u>** for these measures will be required to develop a Directed Improvement Plan which should include the following:

- ☐ Immediately negotiate a level of performance for the current year with ADE/CTE. This action needs to be completed by ***<u>March 15.</u>*** This can be submitted on the of performance agreement. The district will annually negotiate this performance measure until such time the district will meet/exceed the SALP as negotiated in that future year.

- ☐ Develop a Directed Improvement Plan using Performance Measure Improvement Plan form which includes activities and practices that should positively assist in increasing the unachieved Performance Measure.

- ☐ Review Perkins expenditures and ***<u>redirect funds</u>*** as needed to support activities and resources needed to accomplish the goal of improving the performance on the performance measure(s) in question.

- ☐ Submit quarterly reports to ADE/CTE to indicate the progress on this performance measure.

<table>
<tr><td colspan="6">ARIZONA POSTSECONDARY CAREER AND TECHNICAL EDUCATION
Performance Measures Directed Improvement Plan
20XX-20XX</td></tr>
<tr><td colspan="6">College:</td></tr>
<tr><td colspan="6">Complete the chart to include action steps/objectives which will be implemented to improve the performance level for the performance measure not met.</td></tr>
<tr><td>Performance Measure not meeting 90% of the SALP</td><td>20XX-20XX College Level of Performance</td><td>20XX-20XX SALP</td><td colspan="3">90% of 20XX-20XX SALP</td></tr>
<tr><td>5P2</td><td></td><td></td><td colspan="3"></td></tr>
<tr><td colspan="2">Action Steps/Objectives for Improvement</td><td>Strategies for Improvement</td><td>Responsible Party</td><td>Timeline for Completion</td><td>Quarterly Status</td></tr>
<tr><td colspan="2"></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2"></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2"></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2"></td><td></td><td></td><td></td><td></td></tr>
</table>

The Arizona Department of Education/CTE partners with Arizona postsecondary districts to provide high quality programs for all students that lead to successful and rewarding careers. We are happy to provide the necessary technical assistance and guidance needed to develop the Directed Improvement Plan. If you have any questions regarding your Performance Measures or the plan, please contact your Postsecondary Program Specialist or Jeanne Roberts at 602.364.2211 or Jeanne.roberts@azed.gov.

LEVELS OF PERFORMANCE AGREEMENT FORM

The **Program Levels of Performance Agreement Form** will be sent to each college not meeting the SALP after January 1.

- If the college accepts the State Adjusted Level of Performance for all performance measures, no further action is required and the form does NOT need to be returned.
- If the college is requesting a Local Adjusted Level of Performance (LALP), the Levels of Performance Agreement **must be completed, signed returned to the ADE Postsecondary Representative no later than March 15.**

LOCAL ADJUSTED LEVEL OF PERFORMANCE - LALP

The college may apply for a Local Adjusted level of Performance (LALP) providing justification for unique circumstances that the college may be experiencing that would prohibit the college from meeting the SALP. An ADE review committee that includes the Deputy Associate Superintendent for. Career and Technical Education will consider the request. College will be notified regarding negotiation for requested level and a Local Adjusted Level of Performance percentage for a given measure will be determined.
All screen shots, definitions and guidelines are subject to annual change by OCTAE.

The LALP request or the Performance Improvement Plan may be submitted electronically to the electronically to the Postsecondary specialist at ADE or it may be mailed to:

Postsecondary Program Specialist
Arizona Department of Education
Career and Technical Education Section
Development and Innovations Group
1535 W Jefferson St, Bin #42
Phoenix, AZ 85007
Rose.see@azed.gov

LALP requests, or (if the college accepts the SALP) the action Plan Program Improvement Form is due to ADE by March 15.

If you have questions or need assistance, contact the CTE Postsecondary Program Specialist, at 602-542-8726.

FIELD DEFINITIONS FOR STATE AND LOCAL ADJUSTED LEVELS OF PERFORMANCE

Field	Comments
Fiscal Agent	Name of the fiscal agent for the community college district.
CTDS	9-digit CTDS number of the fiscal agent.
Check boxes	Enter “X” into appropriate box either accepting SALP or requesting LALP.
Measure	Measure identifier from SALP section
Current Level	Percentage indicated in SALP for applicable Measure
Requested Level	Percentage district is requesting if they anticipate that they may not be able to meet SALP
Reason for Request	Supporting reason for requesting the LALP percentage change for a given Measure

SAMPLE LALP REQUEST FOR COLLEGES NOT MEETING SALP:

ARIZONA POSTSECONDARY CAREER AND TECHNICAL EDUCATION

Levels of Performance Agreement

PROGRAM YEAR 20XX-20XX

SALP

Fiscal Agent:	**College:**	**CTDS:**

Perkins IV legislation states "Each eligible recipient shall agree to accept the State adjusted levels of performance established...or negotiate with the State to reach agreement on new local adjusted levels of performance...(Perkins IV, Sec. 113(4)(A))

Your district must either 1) accept the State Adjusted Level of Performance (SALP) or 2) if your district anticipates a level of performance below the SALP request a lower target level. The following State measures have been agreed upon with OVAE:

Measure	Title	PY2013-2014 SALP
1P1	Technical Skill Attainment	**88.50%**
2P1	Credential, Certificate, Degree	**42.50%**
3P1	Student Retention or Transfer	**54.00%**
4P1	Student Placement	**39.50%**
5P1	Nontraditional Participation	**23.50%**
5P2	Nontraditional Completion	**18.50%**

LALP

Please complete the following if requesting a Local Adjusted Level of Performance

☐ Requests a change to the SALP for the following performance measure(s):

Measure	Current Level	Requested Level	Reason for Request

HINT: Justification should include very unique circumstances for your college that would prohibit the college from meeting a particular performance measure. Consider including reasons that only exist at your college and not throughout the State. You may attach supporting documentation.

Signature of Administrator for Project (Perkins Administrator)
Date

This form must be returned to ADE by <u>March 15.</u>

ACTION PLAN FOR PROGRAM IMPROVEMENT

An Action Plan for Program Improvement is required for each measure that the college failed to meet the SALP performance measure by at least 90%.

Due date is March 15.

ARIZONA POSTSECONDARY CAREER AND TECHNICAL EDUCATION Performance Measures Improvement Plan 20xx-20xx					
College:					
Complete the chart to include action steps/objectives which will be implemented to improve the performance level for the performance measure not met.					
Performance Measure not meeting 90% of the SALP	**20xx-20xx College Level of Performance**	**2012-13 SALP**	**90% of 2012-2013 SALP**		
2P1	**XX%**	**XX%**	**XX%**		
Action Steps/Objectives for Improvement		**Strategies for Improvement**	**Responsible Party**	**Timeline for Completion**	**Mid-Year Status**

HINT: Include specific steps that the college will take to meet the 90% of SALP threshold. Include timeline; dates of completion; responsible individuals/departments; resources that will be dedicated; etc.

The initial Performance Measures Improvement Plan will be due March 15.

DIRECTED IMPROVEMENT PLAN

Colleges not meeting the State Adjusted Level of Performance (SALP) for **three or more consecutive years** for these measures will be required to develop a Directed Improvement Plan which should include the following:

- ☐ Immediately negotiate a level of performance for the current year with ADE/CTE. This action needs to be completed by ***March 15.*** This can be submitted on the of performance agreement. The district will annually negotiate this performance measure until such time the district will meet/exceed the SALP as negotiated in that future year.

- ☐ Develop a Directed Improvement Plan using Performance Measure Improvement Plan form which includes activities and practices that should positively assist in increasing the unachieved Performance Measure.

- ☐ Review Perkins expenditures and ***redirect funds*** (10% of total grant) as needed to support activities and resources needed to accomplish the goal of improving the performance on the performance measure(s) in question.

- ☐ Submit quarterly reports to ADE/CTE to indicate the progress on this performance measure.

<table>
<tr><th colspan="6">ARIZONA POSTSECONDARY CAREER AND TECHNICAL EDUCATION
Performance Measures Directed Improvement Plan
2013-2014</th></tr>
<tr><td colspan="6">College:</td></tr>
<tr><td colspan="6">Complete the chart to include action steps/objectives which will be implemented to improve the performance level for the performance measure not met.</td></tr>
<tr><td>Performance Measure not meeting 90% of the SALP</td><td>20XX-20XX College Level of Performance</td><td>20XX-20XX SALP</td><td colspan="3">90% of 20XX-20XX SALP</td></tr>
<tr><td>5P2</td><td></td><td></td><td colspan="3"></td></tr>
<tr><td colspan="2">Action Steps/Objectives for Improvement</td><td>Strategies for Improvement</td><td>Responsible Party</td><td>Timeline for Completion</td><td>Quarterly Status</td></tr>
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</table>

The Arizona Department of Education/CTE partners with Arizona postsecondary districts to provide high quality programs for all students that lead to successful and rewarding careers. We are happy to provide the necessary technical assistance and guidance needed to develop the Directed Improvement Plan. If you have any questions regarding your Performance Measures or the plan, please contact your Postsecondary Program Specialist or Jeanne Roberts at 602.364.2211 or Jeanne.roberts@azed.gov.

Consolidated Annual Report Form III (CAR III) - Enrollment

Overview

This section describes the criteria required from each grant recipient for reporting in the Consolidated Annual Report (CAR) to the Federal government. Each year, grant recipients are required to report: 1) participant and concentrator enrollment and 2) Federal Perkins Grant and Tech Prep performance measures. The reports are due to CTE during the fall timeframe in order for CTE to prepare the final submission to OCTAE by December 31. See Appendix A - Annual Performance Measures and Due Dates for the reporting calendar. All screen shots of forms, definitions and guidelines are subject to annual change by OCTAE.

Definitions

Participant
A postsecondary/adult student is one who has earned one or more transcripted Carnegie Units/credits in any CTE program area in the reporting year.

Concentrator

A postsecondary student who was first enrolled at your institution within the last 5 cohort years and:

1. Completes at least 12 transcripted 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, a certificate, or a degree. In order to ensure that a student has established an occupational pathway, the student must complete nine (9) technical credits with a given occupational program within a 2 year time frame. (The additional 3 academic or technical credits must be completed within the 5 year timeframe); OR
2. Completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or a degree within a 2 year timeframe from entering the institution.

   Note Please see Business Rules for each core indicator to determine which concentrator cohort should be used.

Program - Unduplicated

Unduplicated reporting is required on Program Enrollment (Form III) and Performance Measures (Form IV) Federal forms. The exception to an unduplicated count is in the Special Populations reporting area, where a student is counted in as many categories into which he/she fits.

1. A student can be counted only once in a program during the reporting year even though he/she may meet the criteria for more than one program.
2. Guidelines for determining the program in which to report a postsecondary concentrator who meets the Basic Cohort requirements for more than one program include:
   - Report the student where he/she represents the minority gender in a postsecondary nontraditional program; OR
   - Report the student based upon the most credits achieved in a postsecondary CTE program; OR
   - Report the student based upon his/her most recent postsecondary CTE program credits achieved; OR
   - Report the student where the college needs to improve enrollment numbers in a program.

In situations where none of the above guidelines apply, a student who has completed a secondary CTE program that articulates to a postsecondary CTE program provided by the community college district may be assigned to the appropriate postsecondary CTE program based on his/her secondary CTE program completion.

Cluster - Unduplicated

A participant can be counted only once in a career cluster during the program year even though he/she may meet the criteria for more than one career cluster. The first step in unduplicated cluster reporting is to determine which postsecondary CTE program(s) are being offered by the community college district. Programs are then assigned to career clusters as determined by the United States Department of Education (US DOE). (See Appendix D for a listing of US DOE OVAE career clusters and their assigned ADE programs.)

1. Guidelines for determining where to report a postsecondary student who meets the basic cohort requirements in more than one career cluster include:
    - Reporting the student where they represent the minority gender in a postsecondary nontraditional program; OR
    - Reporting the student based upon the most credits achieved in a postsecondary CTE program/career cluster; OR
    - Reporting the student based upon his/her latest postsecondary CTE program credits achieved.

2. In situations where none of the above guidelines apply, a student who has followed a secondary CTE program that articulates to postsecondary education may be assigned to an appropriate career cluster based on his/her secondary CTE program completion.

The CAR III form collects information on Career and Technical Education postsecondary program enrollment for students. This information consists of reporting enrollment information within program clusters by gender, ethnicity, special populations and Program of Study indicators. Each cell on the student accountability forms **must** contain a digit, a “0” zero, “NP” not provided, or “PNO” program not offered.

Participant Enrollments

FIELD DEFINITIONS FOR PARTICIPANT ENROLLMENT

Field	Comments
Participant Enrollment	
Program Year	Program year for the report
College District	College name Do not create a separate worksheet for individual campuses within a college district
Contact Name	Contact name for the person responsible for reporting the data
Contact Title	Contact title for the person responsible for reporting the data
Contact Telephone	Contact telephone for the person responsible for reporting the data
Contact Email	Contact email for the person responsible for reporting the data
Gender	Total students and Program of Study (subset) broken out by gender
Race/Ethnicity	Total students and Program of Study (subset) broken out by race and ethnicity 1. For PY09-10 and beyond, the 1997 ethnicity guidelines will be used. See Appendix E
Special Population and Other Student Categories	Total students and Program of Study (subset) broken out by special population. See glossary “Special Pops” for definitions
# Postsecondary Students	Indicate total number of students for each category
# Postsecondary Program of Study	Total for students should be a subset of “**# of Postsecondary**” students that meet Program of Study criteria. See glossary “Student, Program of Study (Postsecondary)”

BUSINESS RULES FOR PARTICIPANT ENROLLMENT

Category	Rule
Reporting Time Periods	Cohort year and program year are the same ***Participant***
Cohort	1. Student may only be counted one (1) time even though the student meets the criteria for multiple clusters 2. Include all postsecondary students who have earned one or more transcripted occupational credits in any CTE program area in the reporting year 3. Include all students/CTE programs whether or not the programs are being funded with Perkins dollars 4. Gender Unknown designation is not allowed. For those students with an unclassified gender a. Split the number evenly into the male and female categories; OR b. Designate the gender based on name; OR c. Do not include in the numbers at all; OR d. Use your known ratio for the program

Participant (Reporting Time Periods):

Program Year	Cohort Timeframe	Cohort Year
2009 - 10	07/01/08 - 06/30/09	2008 - 09
2010 - 11	07/01/09 - 06/30/10	2009 - 10
2011 - 12	07/01/10 - 06/30/11	2010 - 11
2012 - 13	07/01/11 - 06/30/12	2011 - 12
2013 - 14	07/01/12 - 06/30/13	2012 - 13

FAQs (Frequently Asked Questions) for Participant Enrollment

1. What are the rules for filling out the Race/Ethnicity section of the CAR Forms?
See Appendix D for a full explanation of the Federal rules.

2. Should we report the number of students of nontraditional gender enrolled in the nontraditional areas?
Yes. Refer to the ADE Program List on pages 17-18 and in Appendix E.

3. Should dual enrollment students be counted from their first enrollment or when they enrolled in postsecondary?
Dual enrollment students should be counted from when they first enrolled in postsecondary after high school.

4. When does the "2 year timeframe" begin for becoming a concentrator?
The 2 year timeframe begins when the student enters your institution.

5. Is it necessary to report data for the Special Populations categories?
Yes

Form III Participant Enrollment

The Participant Enrollment form indicates the total number of participants. The information provided disaggregates the total by gender, ethnicity and special populations for all participants and Program of Study identified students.

POSTSECONDARY CAREER AND TECHNICAL EDUCATION
Enrollment of CTE Participants Report
ARIZONA
PROGRAM YEAR<Enter FY>

Instructions:	
1 Gender and Ethnicity counts are UNDUPLICATED	College/District: <Enter District Name>
2 Special Populations counts are DUPLICATED	Contact Name: <Enter Perkins Contact Name>
3 Each cell must contain a numeric value	Contact Title: <Enter Perkins Contact Title>
	Contact Telephone: <Enter Perkins Contact Telephone>
	Contact E-mail: <Enter Perkins Contact Email>

Line		Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students	Number of Secondary Tech Prep Students	Number of Postsecondary Tech Prep Students
1	GRAND TOTAL					
2	Gender					
3	Male					
4	Female					
5	RACE/ETHNICITY* (1997 Revised Standards)					
6	American Indian or Alaska Native					
7	Asian					
8	Black or African American					
9	Hispanic/Latino					
10	Native Hawaiian or Other Pacific Islander					
11	White					
12	Two or More Races					
13	Unknown (Postsecondary Only)					
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES					
15	Individuals With Disabilities (ADA)					
16	Disability Status (ESEA/IDEA) (Secondary Only)					
17	Economically Disadvantaged					
18	Single Parents					
19	Displaced Homemakers					
20	Limited English Proficient					
21	Migrant Status					
22	Nontraditional Enrollees					

***See Glossary in Postsecondary Manual**

Additional Information:

Based on the 1997 Federal Race/Ethnicity regulations, ADE anticipates rows 5 - 14 of the OCTAE forms received in the fall will appear in a similar manner as depicted in the CAR charts in this manual.

Use the IPEDS rules for reporting Race/Ethnicity. See Appendix D.
http://nces.ed.gov/IPEDS/news_room/ana_Changes_to_10_25_2007_169.asp

Concentrator Enrollments

FIELD DEFINITIONS FOR CONCENTRATOR ENROLLMENT

Field	Comments
Concentrator Enrollment	
Postsecondary by Cluster	Total concentrators broken out by gender within each cluster
Program of Study	
Program of Study Student Transition	This section will collect those students that have transitioned from secondary to postsecondary. Students do not need to be concentrators or have taken any CTE courses to be counted in this section
Program of Study Postsecondary 1-year	Total POS students broken out by gender within each cluster. Total of the current program year **using a 1-year lag** for Secondary Program of Study Concentrators that have enrolled in your institution this reporting year (in this example). These ARE NOT necessarily Postsecondary Concentrators
Program of Study Postsecondary 5-years	Total Tech POS broken out by gender within each cluster. Total of the previous 5 years of Secondary Program of Study Concentrators that have enrolled in your institution this reporting year. These ARE NOT necessarily Postsecondary Concentrators

BUSINESS RULES FOR CONCENTRATOR ENROLLMENT

Category	Rule
Reporting Time Periods	Cohort year and program year are the same ***Concentrator***
Cohort	1. The student is tracked for 5 years from first enrollment or until the student meets the requirement of "transfer", "graduate", or "placement" 2. Student may only be counted one (1) time even though the student meets the criteria for multiple programs 3. A student that meets the definition of "concentrator" and was enrolled in the cohort timeframe. See Concentrator definitions 4. Include all students/programs whether or not the program is being funded with Perkins dollars 5. Concentrators that are reported do not need to be participants in the reporting year 6. Exclude all high school students 7. Include only credits earned at the institution.
Numerator	N/A
Denominator	N/A

Reporting Time Periods — *Concentrator*:

Program Year	Cohort Timeframe	Cohort Year
2009 - 10	07/01/08 - 06/30/09	2008 - 09
2010 - 11	07/01/09 - 06/30/10	2009 - 10
2011 - 12	07/01/10 - 06/30/11	2010 - 11
2012 - 13	07/01/11 - 06/30/12	2011 - 12
2013 - 14	07/01/12 - 06/30/13	2012 - 13

FAQs (Frequently Asked Questions) for Concentrator Enrollment

1. **A student who has declared a career goal/intent in a CTE area - is that student counted in this cohort of concentrators?**

No, use course taking behavior as an indicator and only count students in the postsecondary section of the form who have met concentrator status.

2. **Which cluster do I use if a Program of Study student is enrolled in a CTE class at my college and the cluster is not the same as their high school Cluster?**

Use college cluster as first priority. If not taking a CTE class but enrolled in your college use the high school cluster provided by the ADE file.

3. **Is there a denominator for the Sub Indicators/Disaggregate Indicators?**

No, there is no denominator.

4. **If a student is not new to your institution, can he/she be counted?**

No. The student has to be newly enrolled within the last 5 years to meet the criterion…Even if courses taken during those 5 years have no connection with CTE programs.

Form III Concentrator Enrollment

The Concentrator Enrollment form includes two different student populations. The top section of the form (lines 1 - 12) indicates the total number of students that have met the requirements for a concentrator. The second section of the form (lines A - F) reports Program of Study identified students enrolled in your college who may or may not be concentrators.

POSTSECONDARY CAREER AND TECHNICAL EDUCATION
Enrollment of CTE Concentrators Report
ARIZONA
PROGRAM YEAR<Enter FY>

Instructions:

1 Counts are UNDUPLICATED
2 Each cell must contain a value. If a program is not offered, use "PNO"

College/District:	<Enter District Name>
Contact Name:	<Enter Perkins Contact Name>
Contact Title:	<Enter Perkins Contact Title>
Contact Telephone:	<Enter Perkins Contact Telephone>
Contact E-mail:	<Enter Perkins Contact Email>

Line	Population	Agri. Food & Nat. Resources	Architecture & Const.	Arts, A/V Tech. & Comm.	Bus., Mgt. & Admin.	Education & Training	Finance	Gov't & Pub. Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Pub. Safety & Security	Manufac.	Mkt. Sales & Serv.	Sci., Tech, Engin. & Math.	Transp., Distrib. & Logistics
1	SECONDARY																
2	Female																
3	Male																
4	Total																
5	POSTSECONDARY																
6	Female																
7	Male																
8	Total																
9	ADULT																
10	Female																
11	Male																
12	Total																

Additional Information:

Overview

Programs of Study are defined in the 2006 Carl D. Perkins IV Career and Technical Education Act [Sec.122(c)(1)(A)] as: "State approved programs, which may be adopted by local education agencies and postsecondary institutions to be offered as an option to students when planning for and completing future coursework for career and technical content areas." Section 134 (b)(3)(A) also states "offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A);

Programs of Study should include:

- Secondary and postsecondary elements
- Coherent and rigorous content aligned with challenging academic standards and relevant career and technical content
- Opportunity for secondary students to participate in dual or concurrent enrollment courses or other ways to acquire postsecondary credit
- Lead to an industry recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree

Programs of Study "Design Framework" (also referred to as the Ten Pillars or Principles):

1. Legislation and Policies
2. Partnerships
3. Professional Development
4. Accountability and Evaluation Systems
5. College and Career Readiness Standards
6. Course Sequences
7. Credit Transfer Agreements
8. Guidance Counseling and Academic Advisement
9. Teaching and Learning Strategies
10. Technical Skills Assessments

A Program of Study should be:

- A sequential listing of courses, both academic and CTE, that connect students' high school and postsecondary experiences
- Information can be found at: http://cte.ed.gov/nationalinitiatives/localstudyimplementation.cfm

Programs of Study - Performance Measures

Programs of Study (POS) CAR data is still required to be collected for the 2013-14 year. The Programs of Study performance measures collect information on Career and Technical Education postsecondary students who have participated in Programs of Study programs at the secondary level. A Programs of Study program is identified by an articulation/dual credit agreement that has been agreed upon by a secondary institution and a postsecondary institution in a formal agreement. Programs of Study performance measures are not negotiated with OVAE, but are required to be reported to ADE/CTE on an annual basis. Each Programs of Study consortium is required to cooperate with the State and report on the performance measures on an annual basis.

Performance measures are separated into two categories - secondary (SPOS) and postsecondary (PPOS). While these two designations exist, the responsibility for reporting the measures will fall on the postsecondary institutions, except for 1SPOS3 - Complete a State- or industry-recognized certification or licensure at the secondary level. The following measures are for those students that have been identified as a Programs of Study student by designation of the POS consortia reporting log. **The measures listed in the chart below are taken from the law and ARE NOT to be followed literally. You MUST go to the Business Rules and definitions that follow this chart in order to properly gather the data for the measures**.

SECONDARY PROGRAMS OF STUDY MEASURES (SPOS)

Measure	Description
1SPOS1 Enroll in Postsecondary	**Numerator:** Number of secondary POS students who graduated one year ago and are enrolled in postsecondary during the reporting year **Denominator:** Number of secondary POS students who graduated one year ago
1SPOS2 Secondary to Postsecondary Field Persistence	**Numerator:** Number of secondary POS students who graduated one year ago and are enrolled in postsecondary during the reporting year in the same major or cluster/pathway as they were in high school **Denominator:** Number of secondary POS students who graduated one year ago
1SPOS3 Secondary Certification/License ***Postsecondary does not report**	**Numerator:** Number of secondary POS students who graduated last year with a State or industry recognized certification, or licensure **Denominator:** Number of secondary POS students who graduated last year
1SPOS4 Postsecondary Credit	**Numerator:** Number of secondary POS students who graduated last year with postsecondary credits **Denominator:** Number of secondary POS students who graduated last year
1SPOS5 Remedial Courses	**Numerator:** Number of secondary POS students graduated one year ago who enrolled in remedial mathematics, writing, or reading courses upon entering postsecondary education **Denominator:** Number of secondary POS students who graduated one year ago and enrolled in postsecondary education. (Same as Numerator for 1SPOS1)

POSTSECONDARY PROGRAMS OF STUDY MEASURES (PPOS)

Measure	Description
1PPOS1 Employment	**Numerator:** Number of postsecondary POS students placed in a related field no later than 12 months after graduation **Denominator:** Number of postsecondary POS students who graduated one year ago
1PPOS2 Postsecondary Certification/License	**Numerator:** Number of postsecondary POS students who leave postsecondary education this year with a State recognized certification **Denominator:** Number of postsecondary POS students who graduated or left postsecondary education this year
1PPOS3 2 Year Degree Completion	**Numerator:** The number of Programs of Study students that entered 3 years ago and received a degree any time during the 3 year time period ending with the reporting year **Denominator:** Number of postsecondary POS students that entered 3 years ago
1PPOS4 4 Year Degree Completion	**Numerator:** Number of postsecondary POS students who entered the postsecondary Tech-Prep program 6 years ago and completed a baccalaureate degree program any time during the 6 year time period ending with the reporting year **Denominator:** Number of postsecondary POS students that entered 6 years ago

Programs of Study Indicators Form

The Programs of Study Indicators form indicates the number and percentage of students that meet each measure. One form will be used to report all performance measures.

POSTSECONDARY CAREER AND TECHNICAL EDUCATION
Program of Study Indicators
ARIZONA
PROGRAM YEAR <ENTER FY>

Instructions:		
1 Counts are UNDUPLICATED 2 Each cell must contain a number: 3 Do not complete line 3, **1SPOS3** Measure	College/District:	<Enter district Name>
	Contact Name:	<Enter Perkins Contact Name>
	Contact Title:	<Enter Perkins Contact Title>
	Contact Telephone:	<Enter Perkins Contact Telephone>
	Contact Email:	<Enter Perkins Contact Email>

Line	Indicator Number	Performance Indicator	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students
1	1SPOS1	Enroll in postsecondary education			
2	1SPOS2	Enroll in postsecondary in the same field or major			
3	1SPOS3	Complete a State or industry-recognized certification or licensure			
4	1SPOS4	Complete courses that award postsecondary credit			
5	1SPOS5	Enroll in remedial mathematics, writing, or reading courses			
6	1PPOS1	Employment after graduation			
7	1PPOS2	Complete a State or industry-recognized certificate or licensure			
8	1PPOS3	Complete a 2-year degree or certificate			
9	1PPOS4	Complete a baccalaureate degree program			

Additional Information:

FAQs (Frequently Asked Questions) for Programs of Study Indicators Form

1. For 1SPOS1 and 1SPOS2, what students do I count?

a. For the Denominator of both of these, you use ONLY the number of Programs of Study Students that graduated from your consortia's high schools.

b. For the Numerator, you count **ALL** students you find from the **entire list of Programs of Study students that ADE has provided you.** The numerator is NOT a subset of the denominator. When the state "rolls up" all of the consortia's data, we will then have found all Programs of Study students that have transitioned as OCTAE wants.

2. What is a remedial course?

Remedial courses are instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. Any course numbered below 100 is considered a remedial course for this measure. (See Glossary Definition)

POS Definitions and Business Rules for Data Reporting

The following information pertains to the Programs of Study data collection and reporting.

Field Definitions for Programs of Study Indicators Form

Field	Comments
Participant Enrollment	
Program Year	Program year for the report
College District	College name Do not create a separate worksheet for individual campuses within a college district. Maricopa Community College District will have a worksheet for both consortium
Contact Name	Contact name for the person responsible for reporting the data
Contact Title	Contact title for the person responsible for reporting the data
Contact Telephone	Contact telephone for the person responsible for reporting the data
Contact Email	Contact email for the person responsible for reporting the data

Business Rules for Programs of Study Indicators Form

Category	Rule
Secondary Programs of Study Measures	
1SPOS1 - Enroll in postsecondary education	
Program Year	A 1-year lag exists between report year and cohort exit year. This allows for the college enrollment period of one year and collection of data for cohort

1SPOS1

Program Year-CAR reporting year	HS Graduation Year of the student	Postsecondary Timeframe-find the student during this year
2009 - 10	2008 - 09	07/01/2009 - 06/30/2010
2010 - 11	2009 - 10	07/01/2010 - 06/30/2011
2011 - 12	2010 - 11	07/01/2011 - 06/30/2012
2012 - 13	2011 - 12	07/01/2012 - 06/30/2013
2013 - 14	2012 - 13	07/01/2013 - 06/30/2014
2014 - 15	2013 - 14	07/01/2014 - 06/30/2015

Category	Rule
Cohort	1. A student that meets the definition for a Programs of Study student. See glossary “Student - Programs of Study” 2. The student no longer attends high school 3. The student is a first time enrollee at the postsecondary level 4. Student does NOT need to be enrolled in any CTE courses to count 5. For the NUMERATOR use the ENTIRE State list of concentrators to find those at your college 6. The numerator is NOT a subset of the denominator 7. The DENOMINATOR will be provided to you by ADE and are ONLY your consortiums previous year graduates
Numerator	Number of ALL secondary POS students who graduated one year ago and are enrolled in postsecondary during the reporting year **(number provided by each college)**
Denominator	The number of Programs of Study students that graduated from JUST the consortia high schools. **Actual number and student information provided by ADE to each college through a secure portal. The denominator for 1SPOS1, 1SPOS2 will be identical**
Eligible Coursework	Any academic, occupational or remedial course

Category	Rule
1SPOS2 - Enroll in postsecondary in the same field	
Non-credit Courses or Programs	Students completing or enrolling in non-credit coursework are not eligible for Perkins accountability purposes
Student Intent	If a student has declared "major" or "intent" during enrollment process, you may use the major. If the student has not taken CTE coursework outside of his/her secondary program area, then use the student's secondary program area (assume the positive)
Program Year	A 1-year lag exists between report year and cohort exit year. This allows for the college enrollment period of one year and collection of data for cohort **1SPOS2** (see table below)
Cohort	1. A student that meets the definition for a Programs of Study student. See glossary "Student - Programs of Study" 2. The student no longer attends high school 3. Program in high school needs to align with similar program within cluster/pathway at postsecondary level 4. Assume student is in the same program/field as they were in high school unless you have evidence to the contrary (assume the positive) 5. For the NUMERATOR use the ENTIRE State list of concentrators to find those at your college 6. The numerator is NOT a subset of the denominator 7. The DENOMINATOR will be provided to you by ADE and are ONLY your consortiums previous year graduates
Numerator	Number of ALL secondary POS students who graduated one year ago and are enrolled in postsecondary during the reporting year in the same major or cluster/pathway as they were in high school **(number provided by each college)**
Denominator	The number of Programs of Study students that graduated from JUST the consortia high schools. **Actual number and student information provided by ADE to each college through a secure portal. The denominator for 1SPOS1, 1SPOS2 will be identical**
1SPOS3 - Postsecondary does not provide this information. This is only a secondary measure. These are the students that took SECONDARY assessments and passed	

1SPOS2

Program Year-CAR reporting year	HS Graduation Year of the student	Postsecondary Timeframe-find the student during this year
2008 - 09	2007 - 08	07/01/2008 - 06/30/2009
2009 - 10	2008 - 09	07/01/2009 - 06/30/2010
2010 - 11	2009 - 10	07/01/2010 - 06/30/2011
2011 - 12	2010 - 11	07/01/2011 - 06/30/2012
2012 - 13	2011 - 12	07/01/2012 - 06/30/2013
2013 - 14	2012 - 13	07/01/2013 - 06/30/2014
2014 - 15	2013 - 14	07/01/2014 - 06/30/2015

<table>
<tr><th>Category</th><th>Rule</th></tr>
<tr><td colspan="2">1SPOS4 - Complete courses that award postsecondary credit</td></tr>
<tr><td>Eligible Coursework</td><td>Any academic or occupational course</td></tr>
<tr><td>Non-credit Courses or Programs</td><td>Students completing or enrolling in non-credit coursework are not eligible for Perkins accountability purposes</td></tr>
<tr><td>Student Intent</td><td>N/A</td></tr>
<tr><td>Program Year</td><td>Use current program year data to create report

1SPOS4
<table>
<tr><th>Program Year-CAR reporting year</th><th>HS Timeframe for earning Postsecondary Credit</th><th>HS Graduation Year of the student</th></tr>
<tr><td>2008 - 09</td><td>Any of the student’s HS years</td><td>2008 - 09</td></tr>
<tr><td>2009 - 10</td><td>Any of the student’s HS years</td><td>2009 - 10</td></tr>
<tr><td>2010 - 11</td><td>Any of the student’s HS years</td><td>2010 - 11</td></tr>
<tr><td>2011 - 12</td><td>Any of the student’s HS years</td><td>2011 - 12</td></tr>
<tr><td>2012 -13</td><td>Any of the student’s HS years</td><td>2012 - 13</td></tr>
<tr><td>2013 - 14</td><td>Any of the student’s HS years</td><td>2013 - 14</td></tr>
<tr><td>2014 - 15</td><td>Any of the student’s HS years</td><td>2014 - 15</td></tr>
</table></td></tr>
<tr><td>Cohort</td><td>1. A student that meets the definition for a Programs of Study student. See glossary “Student - Programs of Study”
2. The student has graduated from high school
3. The student has received course credit for a postsecondary course any time during their high school career
4. Student will be counted only once even though credit may have been received for multiple courses
5. Student banked credit will be counted
6. The DENOMINATOR will be provided to you by ADE and are ONLY your consortiums graduates</td></tr>
<tr><td>Numerator</td><td>Number of secondary POS students who graduated last year with postsecondary credits (number provided by each college)</td></tr>
<tr><td>Denominator</td><td>The number of Programs of Study students that graduated from JUST the consortia high schools. Actual number and student information provided by ADE to each college through a secure portal. This will be the immediate past year’s graduates with NO LAG</td></tr>
</table>

<table>
<tr><th>Category</th><th>Rule</th></tr>
<tr><td colspan="2">1SPOS5 - Enroll in remedial math, writing or reading</td></tr>
<tr><td>Eligible Coursework</td><td>Any remedial math, writing or reading course</td></tr>
<tr><td>Non-credit Courses or Programs</td><td>Students completing or enrolling in non-credit coursework are not eligible for Perkins accountability purposes</td></tr>
<tr><td>Student Intent</td><td>N/A</td></tr>
<tr><td>Program Year</td><td>A 1-year lag exists between report year and cohort exit year. This allows for the college enrollment period of one year and collection of data for cohort

1SPOS5
<table>
<tr><th>Program Year-CAR reporting year</th><th>HS Graduation Year of the student</th><th>Postsecondary Timeframe-find the student during this year</th></tr>
<tr><td>2008 - 09</td><td>2007 - 08</td><td>07/01/2008 - 06/30/2009</td></tr>
<tr><td>2009 - 10</td><td>2008 - 09</td><td>07/01/2009 - 06/30/2010</td></tr>
<tr><td>2010 - 11</td><td>2009 - 10</td><td>07/01/2010 - 06/30/2011</td></tr>
<tr><td>2011 - 12</td><td>2010 - 11</td><td>07/01/2011 - 06/30/2012</td></tr>
<tr><td>2012 - 13</td><td>2011 - 12</td><td>07/01/2012 - 06/30/2013</td></tr>
<tr><td>2013 - 14</td><td>2012 - 13</td><td>07/01/2013 - 06/30/2014</td></tr>
<tr><td>2014 - 15</td><td>2013 - 14</td><td>07/01/2014 - 06/30/2015</td></tr>
</table></td></tr>
<tr><td>Cohort</td><td>1. A student that meets the definition for a Programs of Study student. See glossary “Student - Programs of Study”
2. The student has graduated from high school
3. The student has enrolled in at least 1 remedial course. See glossary for “Course-Remedial” and “Remediation”
4. Student will be counted only once even though student may be enrolled in multiple remedial courses</td></tr>
<tr><td>Numerator</td><td>Number of secondary POS students graduated during the reporting year that enrolled in remedial mathematics, writing, or reading courses upon entering postsecondary education</td></tr>
<tr><td>Denominator</td><td>Number of secondary POS students who graduated one year ago and enrolled in postsecondary education
(NOTE: This is the same as the Numerator for 1SPOS1)</td></tr>
</table>

Postsecondary Programs of Study Measures

<table>
<tr><th colspan="2">1PPOS1 - Employment after graduation</th></tr>
<tr><td>Eligible Coursework</td><td>N/A</td></tr>
<tr><td>Non-credit Courses or Programs</td><td>Students completing or enrolling in non-credit coursework are not eligible for Perkins accountability purposes</td></tr>
<tr><td>Student Intent</td><td>N/A</td></tr>
<tr><td>Program Year</td><td>A 1-year lag exists between report year and cohort exit year. This allows for the assessment period and collection of data for exiting cohort

1PPOS1
<table>
<tr><th>Program Year-CAR reporting year</th><th>Postsecondary student Exit Year</th><th>Postsecondary Timeframe- find the student during this year</th></tr>
<tr><td>2008 - 09</td><td>2007 - 08</td><td>07/01/2008 - 06/30/2009</td></tr>
<tr><td>2009 - 10</td><td>2008 - 09</td><td>07/01/2009 - 06/30/2010</td></tr>
<tr><td>2010 - 11</td><td>2009 - 10</td><td>07/01/2010 - 06/30/2011</td></tr>
<tr><td>2011 - 12</td><td>2010 - 11</td><td>07/01/2011 - 06/30/2012</td></tr>
<tr><td>2012 - 13</td><td>2011 - 12</td><td>07/01/2012 - 06/30/2013</td></tr>
<tr><td>2013 - 14</td><td>2012 - 13</td><td>07/01/2013 - 06/30/2014</td></tr>
<tr><td>2014 - 15</td><td>2013 - 14</td><td>07/01/2014 - 06/30/2015</td></tr>
</table></td></tr>
<tr><td>Cohort</td><td>1. A student that meets the definition for a Programs of Study student. See glossary “Student - Programs of Study”
2. The student has graduated from college (completed the requirements for a degree and left the institution-see glossary)
3. The student is employed in a field related to program completion
4. Assume student is placed in same field unless positive evidence to the contrary (assume the positive)
5. Measure is not a sub-set of performance measure 4P1 - Student Placement as the criteria (timeframe and related field) are different</td></tr>
<tr><td>Numerator</td><td>Number of postsecondary POS students placed in a related field no later than 12 months after graduation</td></tr>
<tr><td>Denominator</td><td>Number of postsecondary POS students who graduated one year ago</td></tr>
</table>

<table>
<tr><th colspan="2">1PPOS2 - Complete a state-recognized or industry-recognized certification</th></tr>
<tr><td>Eligible Coursework</td><td>N/A</td></tr>
<tr><td>Non-credit Courses or Programs</td><td>Students completing or enrolling in non-credit coursework are not eligible for Perkins accountability purposes</td></tr>
<tr><td>Student Intent</td><td>N/A</td></tr>
<tr><td>Program Year</td><td>A 1-year lag exists between report year and cohort exit year. This allows for the assessment period and collection of data for exiting cohort

1PPOS2
<table>
<tr><th>Program Year-CAR reporting year</th><th>Postsecondary Exit Year of student</th><th>Timeframe to receive assessment results</th></tr>
<tr><td>2008 - 09</td><td>2007 - 08</td><td>07/01/2008 - 06/30/2009</td></tr>
<tr><td>2009 - 10</td><td>2008 - 09</td><td>07/01/2009 - 06/30/2010</td></tr>
<tr><td>2010 - 11</td><td>2009 - 10</td><td>07/01/2010 - 06/30/2011</td></tr>
<tr><td>2011 - 12</td><td>2010 - 11</td><td>07/01/2011 - 06/30/2012</td></tr>
<tr><td>2012 - 13</td><td>2011 - 12</td><td>07/01/2012 - 06/30/2013</td></tr>
<tr><td>2013 - 14</td><td>2012 - 13</td><td>07/01/2013 - 06/30/2014</td></tr>
<tr><td>2014 - 15</td><td>2013 - 14</td><td>07/01/2014 - 06/30/2015</td></tr>
</table></td></tr>
<tr><td>Cohort</td><td>1. A student that meets the definition for a Programs of Study student. See glossary “Student - Programs of Study”
2. Student must have exited or graduated from secondary and enrolled in a postsecondary CTE course in order to be included. This is not a secondary measure or attainment
3. Measure is similar to performance measure 1P1 - Technical Skill Attainment. See glossary section Technical Skill Attainment for criteria. The numerator is the same value for the sub indicator of Programs of Study
4. Student cohort is concentrators who either left the institution or completed a program during the cohort timeframe, and who took the assessment during the assessment timeframe.
5. Tests approved by ADE or your college, that the Programs of Study student takes and passes, are counted here
6. Some tests take months to get the results, therefore there will be a one year lag on this measure, just like 1P1</td></tr>
<tr><td>Numerator</td><td>Number of postsecondary POS students who left postsecondary education a year ago with an approved State, industry recognized certification or licensure</td></tr>
<tr><td>Denominator</td><td>Number of postsecondary POS students who graduated or left one year ago</td></tr>
</table>

<table>
<tr><th colspan="2">1PPOS3 - Complete a 2-year degree</th></tr>
<tr><td>Eligible Coursework</td><td>N/A</td></tr>
<tr><td>Non-credit Courses or Programs</td><td>Students completing or enrolling in non-credit coursework are not eligible for Perkins accountability purposes</td></tr>
<tr><td>Student Intent</td><td>N/A</td></tr>
<tr><td>Program Year</td><td>Use current program year data to create report

1PPOS3
<table>
<tr><th>Program Year-CAR reporting year</th><th>Degree Timeframe (inclusive of program year)</th><th>Postsecondary Entry Year</th><th>Secondary Exit Year</th></tr>
<tr><td>2008 - 09</td><td>07/01/2006 - 06/30/2009</td><td>2006 - 07</td><td>2005 - 06 or before</td></tr>
<tr><td>2009 - 10</td><td>07/01/2007 - 06/30/2010</td><td>2007 - 08</td><td>2006 - 07 or before</td></tr>
<tr><td>2010 - 11</td><td>07/01/2008 - 06/30/2011</td><td>2008 - 09</td><td>2007 - 08 or before</td></tr>
<tr><td>2011 - 12</td><td>07/01/2009 - 06/30/2012</td><td>2009 - 10</td><td>2008 - 09 or before</td></tr>
<tr><td>2012 - 13</td><td>07/01/2010 - 06/30/2013</td><td>2010 - 11</td><td>2009 - 10 or before</td></tr>
<tr><td>2013 - 14</td><td>07/01/2011 - 06/30/2014</td><td>2011 - 12</td><td>2010 - 11 or before</td></tr>
<tr><td>2014 - 15</td><td>07/01/2012 - 06/30/2015</td><td>2012 - 13</td><td>2011 - 12 or before</td></tr>
</table></td></tr>
<tr><td>Cohort</td><td>1. A student that meets the definition for a Programs of Study student. See glossary “Student - Programs of Study”
2. The numerator will only include those students that entered postsecondary education during the indicated program year 3 years ago
3. Utilize ADE provided concentrator list to determine eligible students (5 year list)
4. Secondary student graduated from more than four years ago are eligible-ENTRY to postsecondary is the key
5. Students earning the degree in less than 3 years are included
6. Student does not need to have exited the postsecondary institution
7. A degree audit may be used in place of actual graduation. Students must have all necessary credits to graduate</td></tr>
<tr><td>Numerator</td><td>The number of Programs of Study students that entered 3 years ago and received a degree any time during the 3 year time period ending with the reporting year</td></tr>
<tr><td>Denominator</td><td>Number of postsecondary POS students that entered 3 years ago</td></tr>
</table>

<table>
<tr><th colspan="2">1PPOS4 - Complete a baccalaureate degree program</th></tr>
<tr><td>Eligible Coursework</td><td>N/A</td></tr>
<tr><td>Non-credit Courses or Programs</td><td>Students completing or enrolling in non-credit coursework are not eligible for Perkins accountability purposes</td></tr>
<tr><td>Student Intent</td><td>N/A</td></tr>
<tr><td>Report Year</td><td>A 1-year lag exists between report year and the Baccalaureate timeframe. This allows for the data getting loaded into ASSIST

1PPOS4
<table>
<tr><th>Program Year-CAR reporting year</th><th>Baccalaureate Timeframe (inclusive of program year)</th><th>Postsecondary Entry Year</th><th>Secondary Exit Year</th></tr>
<tr><td>2008 - 09</td><td>07/01/2002 - 06/30/2008</td><td>2002 - 03</td><td>2001 - 02 or before</td></tr>
<tr><td>2009 - 10</td><td>07/01/2003 - 06/30/2009</td><td>2003 - 04</td><td>2002 - 03 or before</td></tr>
<tr><td>2010 - 11</td><td>07/01/2004 - 06/30/2010</td><td>2004 - 05</td><td>2003 - 04 or before</td></tr>
<tr><td>2011 - 12</td><td>07/01/2005 - 06/30/2011</td><td>2005 - 06</td><td>2004 - 05 or before</td></tr>
<tr><td>2012 - 13</td><td>07/01/2006 - 06/30/2012</td><td>2006 - 07</td><td>2005 - 06 or before</td></tr>
<tr><td>2013 - 14</td><td>07/01/2007 - 06/30/2013</td><td>2007 - 08</td><td>2006 - 07 or before</td></tr>
<tr><td>2014 - 15</td><td>07/01/2008 - 06/30/2014</td><td>2008 - 09</td><td>2007 - 08 or before</td></tr>
</table></td></tr>
<tr><td>Cohort</td><td>1. A student that meets the definition for a Programs of Study student. See glossary “Student - Programs of Study”
2. The numerator will only include those students that entered postsecondary education during the indicated program year 6 years ago
3. Utilize ADE provided concentrator list to determine eligible students (5 year list provided annually)
4. Secondary student graduated from more than 6 years ago are eligible-ENTRY to postsecondary is the key
5. Students earning the degree in less than 6 years are included
6. Student does not need to have exited the postsecondary institution</td></tr>
<tr><td>Numerator</td><td>Number of postsecondary POS students who entered the postsecondary Tech-Prep program 6 years ago and completed a baccalaureate degree program any time during the 6 year time period ending with the reporting year</td></tr>
<tr><td>Denominator</td><td>Number of postsecondary POS students that entered 6 years ago</td></tr>
</table>

SAMPLE: Programs of Study Template

Arizona Career and Technical Education Program of Study

High School: ______________________ **Postsecondary Institution:** ______________________

Secondary CTE Program: ______________________ **Postsecondary Program:** ______________________

Secondary CIP Code: ______________________ **Postsecondary CIP Code:** ______________________

	GRADE	CTE Secondary courses and Postsecondary major courses and CTSOs	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	Other required courses/electives	Postsecondary degree or certificate associated with this Program of Study
SECONDARY	9							
	Administer Arizona's Instrument for Measuring Standards (AIMS) 10th Grade.							
	10							
	Administer college course placement assessments. Conduct academic/career advising. Identify and implement additional preparation strategies.							
	11							
	12							
	Administer Arizona's CTE Technical Skills Assessment.							
POSTSECONDARY	Year 1 1st Semester							
	Year 1 2nd Semester							
	Year 2 1st Semester							
	Year 2 2nd Semester							

Required Courses | **Recommended Elective Courses**

Career and Technical Education Courses | **Credit-Based Transition Programs (e.g. Dual, Concurrent or Reverse Enrollment)**

CTE Director: ______________________ Date ______________________

Postsecondary: ______________________ Date ______________________

2013-14 POS agreement form

FAQs (Frequently Asked Questions) for Programs of Study

1. **Does the postsecondary district have to fund all programs for which they develop Programs of Study?**
   a. Postsecondary districts must continue to use their Perkins funds on assisting and developing any Program of Study chosen with secondary partners.
   b. Postsecondary Perkins funded programs do not necessarily have to be Programs of Study.

2. **What role will Programs of Study play in the future of CTE?**
   The Programs of Study measures used for Arizona will likely become the new Program of Study measures starting with the re-authorization of Perkins law. Please be prepared to continue providing the required necessary data to complete the measures.

3. **Where do I find further information and the blank template for Programs of Study?**
   You will find the template and other information about the Programs of Study on the ADE/CTE website http://www.azed.gov/career-technical-education/programs-of-study/.

Creating S.M.A.R.T. Objectives

How are the program activities being related to the Perkins objectives and how do the activities improve the college CTE programs? When writing your college's plans to meet the performance measures, please consider the S.M.A.R.T. principles:

Specific

A specific objective has a much greater chance of being accomplished than a general objective. The more specific the objective, the more questions it answers.

Who:	Who is involved? *CTE faculty, Math faculty, Counselors, English Faculty, Outreach Specialists, Transition Specialists, etc.*
What:	(Required) What needs to be accomplished? Meet/exceed SALP, Increase concentrators, Pass the program assessments, Increase graduates, etc.
Where:	Identify a location: School and Program
When:	(Required) Establish a time frame. Month/Year
Which:	Identify requirements and constraints. Meet/Exceed SALP, complete the Program Improvement Plan
Why:	Specific reasons, purpose or benefits of accomplishing the goal. *To pass program assessments and pass College Career Assessments; To encourage program completion; To enhance retention; etc.*

Measurable

Establish concrete criteria for measuring progress toward the attainment of each objective. To measure progress, use target dates. To determine if the objective is measureable, ask questions such as… How much? How many? How will I know when it is accomplished? ***Number or percentage of faculty or students involved, Percentage increase for completers; Percentage decrease for drop outs; etc.***

Attainable

When identifying objectives, develop practical and reasonable goals. Attainable objectives need to be challenging, but realistic. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Be sure that every objective represents an opportunity for substantial progress. ***100% of all students participate…unattainable? Meet/Exceed SALP***

Relevant

To be relevant, an objective must represent an activity that would increase the likelihood of accomplishing the objective or performance measure. ***Enhance recruitment and participation in CTE program; Increase exposure to nontraditional students; etc.***

Time-Based

An objective should be grounded within a timeframe. With no timeframe tied to it there is no sense of importance. Ex: If you want the inventory of mowing equipment completed, when do you want it completed? "Someday" will not work; however, if you anchor it within a timeframe, "by November 1, 2014", then you have set the unconscious mind into motion to begin working on the goal. ***By Month / Year…***

OBJECTIVE FORMAT : By month/year, who (person or persons) will action-what are you going to do (break down into action steps) to meet or exceed SALP.

General Guidelines: This section provides some quick references to expenditures for Perkins.

Salaries

- Job descriptions are required for all positions paid by Perkins annually.
- If included on the grant, **upload the job description in Related Documents on the Sections page in the Job Description folder.**
- **On the Budget Detail page include job title and FTE (i.e. Instructional aide .5 FTE) in the narrative description.**
- If new position paid by Perkins, indicate as such (i.e. .5 FTE Instruction Aide-New)
- **Job titles listed in the budget details or on an objective must match the title on job description.**

Stipends

- Generally are in support services
- Paid for extra duty or extended contract pay (e.g., collaboration, curriculum writing)
- **Narrative description on Budget Detail Page** must include:
  - #hours X $/hour X # people = Total stipend (40 hours X $22/hour X 2 Auto teachers=$1760)
  - Activities to be performed (i.e. POS collaboration with community college)

Supplies: Must include program specific instructional consumable supplies and **not** include any general supplies.

- All program specific instructional supplies must include a **general list of supplies with dollar amount and program area to be considered for approval.** (i.e. Supplies for Fashion Design such as tracing paper, pattern making paper, pins, cutting boards, thread, sample fabrics, plotter paper =$500).
- If purchasing instructional software, list specific software, dollar amount and program.
- A multi-site district will need to include the supply list by site also.
- All support service supplies must also include a general list with dollar amount.
- Supply lists should be included in the **narrative description of the Budget Details page**.
- Backup for detailed supply list with quantities should be available upon request.

Administrative Costs:

- Admin costs cannot exceed more than 5% of the total Perkins allocation.
- Admin costs include any expenditure in Support Services Admin + Indirect Costs.
- **Grants Management system will validate the 5% cap and will not allow the application to be completed if the admin costs exceed 5%.**

Capital Outlay

- Cost is not a factor—items whose useful life must be equal to or longer than one year.
- Capital items must include a description (not just computers) and in the purpose area include the CTE program and site if a multi-site district. (i.e., Culinary Arts at Anywhere High School).
- Capital items must include quantity and dollar amount per unit.
- GPS will review the capital items with the Program Specialist for the CTE program area.
- Laptops, iPads and tablets are approvable expenditures depending on program, application and/or purpose. All must be housed in a secure cabinet or cart.
- **Reminder:** Follow the CTE Equipment Guidelines to insure all items are appropriately tagged, housed in a secure location, inventoried, etc. The district is responsible for providing the insurance for the items if lost or stolen and the maintenance agreement for repairs.

New Section-Professional Development

- None of the funds expended under Perkins can be used to support professional development and training activities which include entertainment costs.
- Perkins cannot be used to pay for any professional development or training activities which include **separate, identifiable entertainment costs.**
- Perkins can pay for the registration and travel, but not the entertainment costs.

Supplement vs Supplant

$ upplement
vs.
upplant

Perkins §311. FISCAL REQUIREMENTS.
''(a) SUPPLEMENT NOT SUPPLANT.— Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and Program of Study program activities.”

A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds. §1120A of the Elementary and Secondary Education Act At its most basic, Title I’s supplement not supplant provision requires states and districts to use Title I funds to add to (supplement), and not to replace (supplant), the state and local funds they spend on education. In other words…

Title I funds are not meant to substitute for state or local funds, but rather provide an additional layer of support.

…Thus, states and districts are required to demonstrate that Title I funds are used to purchase extra services, staff, programs or materials the state or district would not normally provide.

Supplement not supplant is best understood as a fiscal test states and districts must apply to verify they are ***spending Title I funds on extra costs***. It is one of three fiscal tests a school district must meet in order to spend Title I funds and each test operates differently.

Test 1 - Maintenance of Effort
The maintenance of effort provision focuses on spending at the school district level. To receive Title I funds ***a district generally may not reduce the amount of state and local money it spends for public education from one year to the next***. This test looks at the total amount of state and local money a district spends each year.

Test 2 - Comparability
The comparability provision focuses on services supported at the school level with state and local funds and is a prerequisite for receiving Title I funds. To receive Title I funds, a district must verify it uses state and local funds to provide services in Title I schools that, taken as a whole, are ***at least comparable to the services provided in schools that are not receiving Title I funds***.

Test 3 - Supplement not Supplant
The supplement not supplant provision focuses on individual costs as it is currently enforced. A state, district, or school that receives Title I funds ***must verify all costs paid with Title I funds are additional to what the agency would otherwise provide*** with state and local funds. This test looks at what the agency would have done in the absence of federal funds. At the school level, supplanting is analyzed differently in a Title I “targeted assistance” school versus a “schoolwide” school which is discussed in further depth in section IV.

NOTE: Recent guidance provided by US Dept. of Education addressing the use of Federal funds for meals at Conferences and Meetings.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

FEB 2 0 2014

Ms. Pat Kaiser
Director, Federal Financial Management
Missouri Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, MO 65102

Dear Ms. Kaiser:

As you know, in May 2013, the U.S Department of Education (ED) issued *Frequently Asked Questions to Assist U.S. Department of Education Grantees to Appropriately Use Federal Funds for Conferences and Meetings* (FAQs) [available at: http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html]. Those FAQs include a number of questions regarding using Federal grant funds to pay for food. As a general rule, the FAQs state:

> Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.
>
> While these determinations will be made on a case-by-case basis, and there may be some circumstances where the cost would be permissible, it is likely that those circumstances will be rare. Grantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary.

Since the FAQs were issued, you posed a number of scenarios regarding whether the "unique circumstances" referenced in this FAQ would include using Federal funds to provide meals during a "working lunch." Some of those scenarios involve the use of Title I, Part A funds; others involve the use of funds from other Federal education programs. Because my responsibilities include Title I, Part A, I am responding with guidelines that address the use of Title I, Part A funds only. However, I believe the guidelines discussed below will be helpful to you in also evaluating the use of other Federal education funds.

Providing meals during a "working lunch" may be an allowable use of Title I, Part A funds if, in order to carry out a conference or meeting agenda within the time available, it is necessary to work through lunch. As noted above, however, a State educational agency (SEA) or local educational agency (LEA) must make a compelling case for this cost. As an initial matter, an SEA or LEA should determine whether a face-to-face meeting or conference is the most cost-effective way to conduct business or whether video conferencing or other technological approaches would suffice. Assuming a face-to-face meeting or conference is necessary, the SEA or LEA should determine if it is possible to accomplish the agenda of the meeting or the conference without working through lunch, because Federal grant funds may not be used to pay for a "working lunch" that is not necessary.

To evaluate the appropriateness of using Title I, Part A funds for a working lunch, an SEA or LEA should consider the following guidelines:

1. [redacted] An SEA or LEA using Title I, Part A funds to host a conference or meeting should, before deciding that a working lunch is necessary, plan the agenda and, consistent with these guidelines, determine that there are no alternatives to working through lunch in order to accomplish all the key business of the conference or meeting. For that reason, it is not appropriate to decide — prior to planning the agenda — that a working lunch is desired or needed and then construct an agenda in order to justify that decision.

2. *Is the portion of the agenda to be carried out during lunch substantive and integral to the overall purpose of the conference or meeting?* Attendance during a working lunch must be necessary to ensure attendees' full participation in substantive discussions, lectures, or speeches that are integral to the purpose of the meeting or conference. [redacted] If a working lunch is not justifiable, an SEA or LEA might offer attendees the opportunity to purchase a lunch that the SEA or LEA delivers to the conference or meeting site. Alternatively, the SEA or LEA might deduct the cost of lunch from any per diem paid to attendees. These options could suffice, for example, if there are not opportunities near the meeting site to purchase lunch or if disabilities prevent individuals from easily going off site to procure lunch.

3. *Is there a genuine time constraint that requires the working lunch?* If a conference or meeting agenda could, without unduly disrupting attendee schedules or making the day unreasonably long, e.g., starting an hour earlier or ending later, a working lunch might not be justified. If, however, an SEA or LEA has designed a day-long meeting in order to save lodging costs and some participants must travel a considerable distance to attend, a working lunch might be appropriate because, absent the working lunch, it would not be possible for the SEA or LEA to cover the entire agenda and still provide participants sufficient time to return home in order to avoid the additional costs of lodging.

4. *If a working lunch is necessary, is the cost of the working lunch reasonable?* A working lunch, when it is necessary, must also be reasonable in cost. Lunches that include extravagant components would not only raise appearance concerns, but also violate the requirements of the Education Department General Administrative Regulations and the cost principles that costs charged to Federal grants must be reasonable.

5. *Has the SEA or LEA carefully documented that a working lunch is both reasonable and necessary?* An SEA or LEA that is hosting a conference or meeting and determines that a working lunch is reasonable and necessary should carefully document its justification for using Title I, Part A funds for this purpose, including any cost savings that result from working through lunch. In the example above, avoiding lodging costs would likely result in considerable cost savings compared to paying for meals during a working lunch.

Please note that, aside from a working lunch that meets these guidelines, it is unlikely that other food and beverage costs for a conference or meeting — for example, breakfast, dinner, snacks, or networking receptions — would be reasonable and necessary and, therefore, an allowable cost under Title I, Part A. Moreover, please remember that entertainment costs, including costs for amusement, diversion, and social activities, are never allowable.

In providing this guidance, I want to make clear that it does not preclude an SEA or LEA from paying the travel expenses of those attending a conference or meeting that is necessary to carry out its Title I program, which could include a per diem for food. For example, an SEA may pay the travel and per diem costs for members of its Committee of Practitioners to attend regularly scheduled meetings of the Committee. Similarly, if an SEA or LEA is hosting a meeting and needs certain people to attend to effectively conduct grant business, such as a parent or teacher advisory meeting, the SEA or LEA may pay travel and per diem costs if they are reasonable and necessary and consistent with the SEA's or LEA's policies and procedures on travel and per diem. And, if an SEA or LEA provides a working lunch to conference or meeting attendees, the per diem of the attendees paid for with Title I, Part A funds should be reduced to reflect the fact that the attendee did not have to pay for lunch.

If you have questions about this letter, please contact Todd Stephenson of my staff at: (202) 205-1645.

Sincerely,

Monique M. Chism

Monique M. Chism, Ph.D.
Director
Student Achievement and
School Accountability Programs

cc. Ms. Margie Vandeven

FAQ's Use of Federal Funds

Frequently Asked Questions to Assist U.S. Department of Education Grantees
To Appropriately Use Federal Funds for Conferences and Meetings

USING FEDERAL GRANT (DISCRETIONARY AND FORMULA) FUNDS TO HOST A MEETING OR CONFERENCE

1. May a grantee receiving funds from the U.S. Department of Education (Department) use its Federal grant funds to host a meeting or conference?

Yes. Federal grant funds may be used to host a meeting or conference if doing so is:

a. Consistent with its approved application or plan;

b. For purposes that are directly relevant to the program and the operation of the grant, such as for conveying technical information related to the objectives of the grant; and

c. Reasonable and necessary to achieve the goals and objectives of the approved grant.

2. What are examples of "technical information" that may be conveyed at a meeting or conference?

Examples of technical information include, but are not limited to, the following, each of which must be related to implementing the program or project funded by the grant:

- Specific programmatic, administrative, or fiscal accountability requirements;
- Best practices in a particular field;
- Theoretical, empirical, or methodological advances in a particular field;
- Effective methods of training or professional development; and
- Effective grant management and accountability.

3. What factors should a grantee consider when deciding whether to host a meeting or conference?

Grantees should consider whether a face-to-face meeting or conference is the most effective or efficient way to achieve the desired result and whether there are alternatives, such as webinars or video conferences, that would be equally or similarly effective and more efficient in terms of time and costs than a face-to-face meeting. In addition, grantees should consider how the meeting or conference will be perceived by the public; for example, will the meeting or conference be perceived as a good use of taxpayer dollars?

4. Are there conflict-of-interest rules that grantees should follow when selecting vendors, such as logistics contractors, to help with a meeting or conference?

Grantees, other than States, must, as appropriate, comply with the minimum requirements in 34 CFR 74.42 and 80.36(b)(3) and should follow their own policies and procedures (or their local or State policies, as applicable) for ensuring that there are no conflicts of interest in the procurement process.

5. When a meeting or conference is hosted by a grantee and charged to a Federal grant, may the meeting or conference be promoted as a U.S. Department of Education event?

No. Meetings and conferences hosted by grantees are directed by the grantee, not the U.S. Department of Education. Therefore, the meeting or conference may <u>not</u> be promoted as a U.S. Department of Education meeting or conference, and the seal of the U.S. Department of Education must <u>not</u> be used on conference materials or signage without Department approval. In addition, all meeting or conference materials paid for with Federal grant funds must include appropriate disclaimers, such as the following, which is provided in EDGAR § 75.620 and states:

> The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

USING FEDERAL GRANT FUNDS TO PAY FOR FOOD

6. When a grantee is hosting a meeting, may the grantee use Federal grant funds to pay for food, beverages, or snacks?

Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.

While these determinations will be made on a case-by-case basis, and there may be some circumstances where the cost would be permissible, it is likely that those circumstances will be rare. Grantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary.

If program offices have questions, they should consult with their program attorney.

7. May Federal grant funds be used to pay for food and beverages during a reception or a "networking" session?

In virtually all cases, using grant funds to pay for food and beverages for receptions and "networking" sessions is not justified because participation in such activities is rarely necessary to achieve the purpose of the meeting or conference.

8. May a grantee enter into a contract with a hotel under which Federal grant funds will be used to provide meals, snacks, and beverages as part of the cost for meeting rooms and other allowable conference-related costs?

Federal grant funds may only be used for expenses that are reasonable and necessary. In planning a conference or meeting and negotiating with vendors for meeting space and other relevant goods and services, grantees may only pay for allowable costs. If a hotel vendor embeds food and beverage costs into a hotel contract for meeting space, the grantee should work with the hotel to have the food and beverage costs identified and "backed out" of the contract, and have the price they are paying for meeting space appropriately adjusted to reflect the fact that food and beverages are not being purchased. The fact that food and beverages are embedded in a contract for meeting space does not mean that the food and beverages are being provided at no cost to the grantee.

9. What if a hotel or other venue provides "complimentary" beverages (e.g., coffee, tea) and there is no charge to the grantee hosting the meeting?

The grantee has an obligation, under these circumstances, to confirm that the beverages are <u>truly</u> complimentary and will not be reflected as a charge to the grant in another area. For example, many hotels provide complimentary beverages to all guests who attend a meeting at their facility without reflecting the costs of those beverages in other items that their guests or, in this case, the grantee purchases. As noted above, it would not be acceptable for a vendor to embed the cost of beverages in other costs, such as meeting space.

10. May indirect cost funds be used to pay for food and beverages?

The cost of food and beverages, because they are easily associated with a specific cost objective, such as a Department grant, are properly treated as direct costs, rather than indirect costs. As noted above, Federal grant funds cannot be used to pay for food and beverages unless doing so is reasonable and necessary.

11. May Federal grant funds be used to pay for alcoholic beverages?

No. Use of Federal grant funds to pay for the cost of alcoholic beverages is strictly prohibited.

12. May a grantee use <u>non-Federal</u> resources (e.g., State or local resources) to pay for food or beverages at a meeting or conference that is being held to meet the goals and objectives of its grant?

Grantees should follow their own policies and procedures and State and local law for using <u>non-Federal</u> resources to pay for food or beverages, including its policies and procedures for accepting gifts or in-kind contributions from third parties. However, if non-Federal funds are used to pay for food at a grantee-sponsored meeting or conference, the grantee should make clear through a written disclaimer or announcement (e.g., a note on the agenda for the meeting) that Federal grant funds were not used to pay for the cost of the food or beverages. Grantees should also be sure that any food and beverages provided with non-Federal funds are appropriate for the grantee event, and do not detract from the event's purpose.

13. May grantees provide meeting participants with the option of paying for food and beverages (e.g., could a grantee have boxed lunches provided at cost for participants)?

Yes. Grantees may offer meeting participants the option of paying for food (such as lunch, breakfast, or snacks) and beverages, and arrange for these items to be available at the meeting.

USING FEDERAL GRANT FUNDS TO PAY FOR COSTS OF ATTENDING A MEETING OR CONFERENCE SPONSORED BY ED OR A THIRD PARTY

14. May grantees use Federal grant funds to pay for the cost of attending a meeting or conference?

If attending a meeting or conference is necessary to achieve the goals and objectives of the grant, <u>and</u> if the expenses are reasonable (based on the grantee's own policies and procedures, and State and local laws), Federal grant funds may be used to pay for travel expenses of grantee employees, consultants, or experts to attend a meeting or conference. To determine whether a meeting or conference is "necessary," grantees should consider whether the goals and objectives of the grant can be achieved without the meeting or conference and whether there is an equally effective and more efficient way (in terms of time and money) to achieve the goals and objectives of the grant (see question #3). To determine whether the expenses are "reasonable," grantees should consider how the costs (e.g., lodging, travel, registration fees) compare with other similar events and whether the public would view the expenses as a worthwhile use of Federal funds.

15. What should a grantee consider when planning to use Federal grant funds for attending a meeting or conference?

Among other considerations, grantees should consider how many people should attend a meeting or conference on its behalf. The number of attendees should be reasonable and necessary to accomplish the goals and objectives of the grant. The grantee should also determine whether it is necessary to attend the entire meeting or conference, or whether attending only a portion of the meeting or conference is reasonable and necessary.

16. What travel expenses may be paid for with Federal grant funds?

Grantees may use Federal grant funds for travel expenses only to the extent such costs are reasonable and necessary and do not exceed charges normally allowed by the grantee in its regular operations consistent with its written travel policies. In the absence of an acceptable written policy regarding travel costs, grantees must follow the Federal travel and subsistence rates established by the General Services Administration. 48 CFR 31.205-46(a) (established under subchapter I of Chapter 57, Title 5, United States Code ("Travel and Subsistence Expenses; Mileage Allowances")). Federal grant funds may be used to pay expenses for transportation, per diem, and lodging if the costs are reasonable and necessary. Grantees should follow their own travel and per diem rules and costs when charging travel expenses to their Federal grant. As noted in the cost principles, grantees that do not have travel policies must follow:

> …the rates and amounts established under subchapter I of Chapter 57, Title 5, United States Code ("Travel and Subsistence Expenses; Mileage Allowances"), or by the Administrator of General Services, or by the President (or his or her designee) pursuant to any provisions of such subchapter shall apply to travel under sponsored agreements (48 CFR 31.205-46(a)).
>
> <u>See</u> 2 CFR Parts 220, 225, and 230.

QUESTIONS REGARDING THE ALLOWABLE USE OF FEDERAL GRANT FUNDS

17. What resources are available to help grantees determine whether costs associated with meetings and conferences are reasonable and necessary?

Grantees must follow all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the U.S. Office of Management and Budget's Cost Principles for Federal grants that are set out at:

- 2 CFR Part 225 (OMB Circular A-87; State, Local, and Indian Tribal Governments), (http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part225.xml);
- 2 CFR Part 220 (OMB Circular A-21; Educational Institutions), (http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part220.xml); and
- 2 CFR 230 (OMB Circular A-122; Non-Profit Organizations) (http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part230.xml).

18. May Federal grant funds be used to pay for entertainment?

Federal grant funds may not be used to pay for entertainment, which includes costs for amusement, diversion, and social activities.

19. Is it allowable for a person whose travel costs are being paid with Federal grant funds to attend a conference in Washington, DC, and lobby members of Congress while in town?

Appropriated funds may not, except under very limited circumstances,[1] be used for expenses related to any activity designed to influence the enactment of legislation, appropriations, regulations, administrative actions, or Executive Orders proposed or pending before the Congress or the Administration. To the extent that a portion of time at a conference is spent on lobbying activities, costs associated with the lobbying, including transportation to and from Washington, DC, lodging, and per diem, may not be charged to the Federal grant. For example, if a meeting or conference lasts for two days and a visit to lobby a member of Congress requires an additional day of travel, 1/3 of all costs involved in attending the meeting or conference, including travel to and from Washington, DC, may not be charged to the grant.

20. What are the consequences of using Federal grant funds on unallowable expenses?

The Department may seek to recover any Federal grant funds identified, in an audit or through program monitoring, as having been used for unallowable costs, including unallowable conference expenses.

21. Whom should grantees call if they have specific questions about the allowable use of Federal grant funds?

Grantees are encouraged to contact their U.S. Department of Education program officer to discuss the allowable use of Federal grant funds, including the allowable use of Federal grant funds for meetings and conferences.

[1] 2 CFR Part 230 (Cost Principles for Non-Profit Organizations), Appendix B., 25(b) and 2 CFR Part 220 (Cost Principles for Educational Institutions), 28(b).

Career and Technical Education (CTE) Equipment Guidelines

(April 2014)

1. Equipment is defined as follows:
   a. Tangible personal property (equipment), as opposed to real property (land, buildings).
   b. Items whose useful life must be equal to or longer than one year.

2. Equipment with a purchase price of $1,000 or more must be accounted for and controlled in accordance with the provisions of the Uniform System of Financial Records VI-E (USFR) for Arizona public schools. Equipment with a unit cost of $5,000 or more must be listed on the district's general fixed assets listing. (A district may select a lower cost amount at which items must be listed.) Charter schools are subject to the provisions of the Uniform System of Financial Records for Arizona Charter Schools (USFRCS). Non-secondary public schools, such as universities and community colleges, must follow the equipment purchase and inventory guidelines set forth under state law for their particular type of institution.

   Property control procedures should include the Stewardship Listing provided under the provisions of USFR VI-E, for equipment costing at least $1,000 but less than $5,000, or similar controls for recipients to whom the USFR does not apply.

   All CTE equipment purchased with Federal Perkins funds should have a tag indicating it was purchased with CTE funds (in addition to the district asset tag). Follow the district tagging inventory requirements for procedures. This should include all CTE equipment items regardless of dollar amount. **NOTE:** This practice is highly recommended for any capital items purchased with ANY CTE funds.

3. The acquisition cost is to include actual costs, including ancillary charges necessary to put the assets in use. Ancillary costs include tax, freight charges, assembly and installation, and other incidental costs.

4. Equipment must be logically related to, and necessary to, the occupation being taught. The equipment is to be used only for CTE programs or loaned/shared with other school-based programs so as <u>not</u> to interfere with the CTE program for which the equipment was originally purchased.

5. Eligible recipient will have available upon request requisitions, purchase orders and invoices for all CTE equipment purchases.

6. Equipment will have been received and be operational in sufficient time to make an impact on the current program.

7. All purchased equipment will have adequate insurance coverage.

8. Eligible recipients will have available upon request a physical inventory of CTE equipment. Districts and recipients should update their stewardship and general fixed assets listing at least annually for acquisitions and disposals.

9. Property records of CTE equipment with a unit cost of $5,000 or more shall include:
   a. Location (school, department, building, etc.)
   b. Identification number (tag number, serial number, or other number that specifically identifies the item)
   c. Description (model number, size, color, etc.)
   d. Method of acquisition (purchase, donation, construction, trade, or lease-purchase)
   e. Source of funding
   f. Acquisition date (month and year of acquisition)
   g. Purchase document number (P.O. number, voucher number, or other document number that can be used to trace to the supporting documentation)
   h. Actual or estimated historical cost
   i. Condition of asset (for assets with unit costs of $5,000 or more purchased with federal monies)
   j. Percentage of federal participation (for assets with unit costs of $5,000 or more purchased with federal monies)

10. Property records for items costing at least $1,000 but less than $5,000 (Stewardship List) shall include specific details a, b, c, and f, consistent with listing for item 9 above.

11. A control system must be developed to ensure adequate safeguards to prevent loss, damage or theft of the property. Any loss, damage or theft shall be investigated.

12. Adequate maintenance procedures must be developed to keep property in good condition. Maintenance costs are the responsibility of the grant recipient and typically would not be an allowable Perkins grant cost. The use of Perkins funding to cover maintenance costs for equipment must be specifically authorized in the recipient's approved grant application.

13. Eligible recipient will show that proper procedures were followed when disposing of CTE equipment. A summary of required procedures is as follows:

    a. Disposition - when original or replacement equipment acquired under a grant or subgrant is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:

        1. Items of equipment with a current per unit fair market value of less than $5,000 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency.
        2. Items of equipment with a current per unit fair market value in excess of $5,000 may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.
        3. In cases where a grantee or subgrantee fails to take appropriate disposition action, the awarding agency may direct the grantee or subgrantee to take excess (amount) and disposition action.

    b. Right to transfer title - the federal awarding agency may reserve the right to transfer title to the Federal Government or a third party named by the awarding agency when such a third party is otherwise eligible under existing statutes. Such transfers shall be subject to the following standards:

        1. The property shall be identified in the grant or otherwise made known to the grantee in writing.
        2. The federal awarding agency shall issue disposition instruction within 120 calendar-days after the end of the federal support of the project for which it was acquired. If the federal awarding agency fails to issue disposition instructions within the 120-calendar day period, the grantee shall follow EDGAR 34 CFR 80.32(e).
        3. When title to equipment is transferred, the grantee shall be paid an amount calculated by applying the percentage of participation in the purchase to the current fair market value of the property.

14. All procurement transactions must be in compliance with state law and local regulations.

    (See Uniform System of Financial Records (USFR), General Fixed Assets, VI-E-1 through 15)

    (See 34 CFR 80.32, Equipment)

EQUIPMENT USAGE:

Please note that the federal regulations require:

a. that a district will not expend funds under this grant to acquire equipment (including computer software) that results in direct financial benefit to any purchasing entity or its employees or any affiliate of such an organization; and
b. that the district will use equipment for other instructional purposes only if (1) the acquisition of the equipment was reasonable and necessary for the purpose of conducting a properly designed project or activity; (2) the equipment is used after regular school hours or on weekends; and (3) such other use is:
    1. Incidental to the use of the equipment;
    2. Does not interfere with the use of that equipment for the purpose under which it was purchased; and
    3. Does not add to the cost of using that equipment for the purpose under which it was purchased.

In addition, the state requires that:

Equipment purchased with monies awarded for CTE must be used to support ongoing CTE programs. If a CTE program ends, the equipment must be used to support other ongoing, approved CTE programs.

In the event an eligible recipient no longer offers CTE or the equipment is no longer needed by any of the eligible recipient's CTE programs, the state may request that the equipment be transferred to another eligible recipient. If the state elects not to request the equipment be transferred, then the eligible recipient may transfer or dispose of the equipment in accordance with their own policies, subject to the requirements of state law or federal law, depending upon the source of funds used to purchase the equipment.

APPENDIX A: What's NEW Starting with the FY15 Grant Application

What's new for the FY2015 grant

- All projects will be submitted through ***ADEConnect*** at the ADE homepage www.azed.gov.
- **CTE Postsecondary Federal Perkins Grant Application Checklist** provides feedback to the LEA on information to include in each area of the application and revisions that need to be made prior to approval.
- **Sections Page:** Displays all of the related pages of the funding application.
- **Sections-Status:** Displays the current status and next possible status. Check the Address Book in the grant system to identify LEA Assigned Roles.
  - LEA Business Manager Approved-Designated role by LEA
  - LEA Authorized Representative Approved-Designated role by LEA. Submitted to ADE
  - SEA CTE Federal Perkins Program Specialist Approved
  - SEA CTE Federal Perkins Director Approved. Final approval for LEA.
- Status of Grant/Revisions
  - Not Started
  - Draft Started
  - Draft Completed
- **Approval**: All funding applications must go through all status changes above to receive final approval. Two levels at the district and two levels at the state. ***Draft Completed does not send the application to ADE. The LEA Business Manager and LEA Authorized Representative must approve first.***
- ***No Rejection***: Not Approved is used instead of "rejected".

What's New in Program, Fiscal and Accountability Assurances.

- **Program Assurance - #4 all new; #6 additional requirements)**
- **Fiscal Assurance - #5 all new**
- **Reminder-** Fiscal Assurance 7 on POS-All LEAs must obligate some of the Perkins allocation (excluding capital for POS activities).

Desk Monitoring-Program Assurances

- **Program Assurance - New requirement for Postsecondary Federal Perkins application**
- **Fiscal Assurance - New requirement for Postsecondary Federal Perkins application**

Desk Monitoring-Fiscal Assurance

- Read each question and respond accordingly **New requirement for Postsecondary Federal Perkins application**
- **Professional Development- exclusion of entertainment costs emphasized**

APPENDIX B: GLOSSARY

Term	Description
Actual Level of Performance	A calculation based on the numerator divided by the denominator for each performance measure.
Administrative Costs	Expenditures incurred in the performance of administrative functions including expenses related to program planning, development, monitoring, and evaluation.
Adult Learner	See "Student - Postsecondary"
Allowable Exclusions	Students who may be removed (deleted) from the cohort according to the Student Right-to-Know legislation. These include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; those who left to serve with a foreign aid service of the Federal government, such as the Peace Corps; and those who left to serve on official church mission.
Apprenticeship	A combination of on-the-job training and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation.
Approval - Final	All required documentation has been received and no further modifications are required. Final approval indicates all program and grant application components are 100% complete and have been approved.
Approval - Substantial	Fiscal and program application document have been submitted by due date. Substantial approval indicates that the major components of the program and grant applications are at 80-99% complete and further follow-up is needed. Substantial Approval may be awarded if the following components of the program and grant applications are complete: (1) OPA page with Program Contact, Program or Service to be funded identified and Certification for each college completed, signed in blue ink by the official district GSA signer and submitted to ADE (2) Program Rationale written and Strategies for reducing barriers to special populations identified (3) All Program Information pages completed (4) Objectives written for all measures of each program to be funded.
Articulation Agreement	A written commitment between a secondary and postsecondary institution that: 1. Is agreed upon at the State level or approved between lead administrators 2. Provides a non-duplicated sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree within a program 3. Linked through credit transfer agreements See "Credit Transfer"
Assessment	Widely recognized and accepted in business and industry as an evaluation of a student's specific level of knowledge, skills and abilities for a given occupation.
Awards	See "Certificate", "Diploma", "Credential"
Career and Technical Education (CTE)	Organized educational activities delivered in a sequence of courses. The courses provide individuals with academic and technical knowledge and skills. The goal is to prepare individuals for further education and/or for careers in current or emerging employment sectors.
Career Cluster Crosswalk	Represents 16 occupations and broad industry groupings (see Appendix D) crosswalked with CIP codes. Further information can be obtained from the States' Career Clusters at http://www.careerclusters.org/crosswalks.cfm
Carl D. Perkins Act of 2006 (CPIV)	Federal rules and regulations for funding and reporting for Career and Technical Education.
CPIV Arizona 5-Year Plan	The State of Arizona plan for meeting the requirements of CPIV. Arizona submits a 5-year plan to the Office of Vocational and Adult Education (OVAE) at the U.S. Department of Education for approval.
Classification of Instructional Programs (CIP)	A taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity. Further information can be obtained from the National Center for Education Statistics at http://nces.ed.gov/pubs2002/cip2000/index.asp

Term	Description
Cohort	A grouping of students with the same attributes in order to report individual performance measures.
Cohort Timeframe	The period of time used to identify the cohort being reported on the specific indicator. For example: A cohort of concentrators in a cohort timeframe of 07/01/08 - 06/30/09 means students who meet the concentrator definition and are enrolled during 07/01/08 - 06/30/09. A cohort of participants in a cohort timeframe of 07/01/09 - 06/30/10 means students who meet the participant definition during 07/01/09 - 06/30/10)
Concentrator	A postsecondary student who: 1. Completes <u>at least 12</u> transcripted 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, a certificate, or a degree. In order to ensure that a student has established an occupational pathway, the student must complete nine (9) technical credits with a given occupational program within a two-year time frame. (The additional 3 academic or technical credits must be completed within the 5 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 a degree within a 2 year timeframe.
Course - Academic	2. Any English, Math, Technical English, Technical Math, Integrated Math/Occupational and Integrated English/Occupational courses at or above the 100 level.
Course - Integrated	A course documented to meet institutional requirements as an English or Math emphasis occupational course at or above the 100 level.
Course - Occupational	A course that has been defined as an occupational course that provides individuals with technical knowledge and skills to prepare for further education and/or a career (other than careers requiring a baccalaureate, master's, or doctoral degree) in current or emerging employment sectors.
Course - Remedial	Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. Any course numbered below 100 is considered a remedial course for this measure.
Credential	See "Certificate" or "Degree"
Credit - Banked	The student receives credit for high school program classes in community college programs after the student has left high school and enrolls in the community college. Community college credit is usually placed on "hold" until a future date when a student has successfully completed a semester of work at the institution.
Credit - Concurrent and Reverse	Secondary students request and receive permission from their high school counselor to enroll in a postsecondary institution while still in high school. Upon course completion, they receive credit at the community college and submit a transcript to the secondary institution to receive secondary credit.
Credit - Dual	Secondary student receives postsecondary credit for a college level course taught at the secondary institution under an articulation agreement between the secondary and postsecondary institution. The student receives credit at both the high school and community college for program classes that address the same standards and are applicable to a college degree or certificate program. Articulation agreement follows the criteria established for a Dual Enrollment IGA as defined under Arizona Revised Statutes §15-342(13), §15-701.01(F), §15-1444(B)(4), and §15-1821.01
Credit Transfer	Secondary student receives community college transcripted credit immediately upon completion of an articulated course (i.e., dual, concurrent/reverse credit). Credit does not include forms of "banked credit"
Curricular Flow	A yearly written agreement between a secondary and postsecondary institution defining a course or sequence of courses a secondary student should take starting in high school and continuing on to community college within a program area. The curricular flow will identify those courses in which a student may receive transcripted credit.

Term	Description
Degree(Associate)	An award that normally requires at least 2 but less than 4 years of full-time equivalent college work. 1. **Associate in Applied Science** - The Associate in Applied Science (AAS) degree is recommended for students who wish to gain a depth of technical expertise by completing an occupational program. 2. **Associate in Arts** - The Associate in Arts degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Liberal Arts or programs of study other than business or science. 3. **Associate in Business and/or Computer Science -** The ABUS degree is designed for students who plan to transfer to Arizona's public universities into majors in business. 4. **Associate in General Studies** - The Associate in General Studies (AGS) degree is recommended for students whose educational goals require flexibility. The AGS allows students to choose any elective courses numbered 100 or above to complete the degree and may be less appropriate for students who intend to transfer to a baccalaureate-granting institution. 5. **Associate in Science** - The Associate in Science degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors with more stringent mathematics and mathematics-based science requirements. **Associate of Arts in Elementary Education -** The AAEE degree prepares students who want to major in elementary education for transfer to any public university in Arizona. Students who complete the AAEE degree will have met all of the university general education and admission requirements.
Disability Status	6. As used in section 1111(h)(1)I(i) of the ESEA refers to a "child with a disability," which under section 9101 of the ESEA has the same meaning as the term in section 602 of the Individuals with Disabilities Education Act. Under section 602(3) of the IDEA, the term "child with a disability" means a child "(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as `emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services."
Final Agreed Upon Level of Performance (FAUPL)	The Final Agreed Upon Performances Levels (FAUPL) that have been negotiated between OVAE and CTE. Each eligible recipient is required to agree to, or re-negotiate these levels with CTE on an annual basis. (See Appendix A)
General Statement of Assurance (GSA) Signers	District personnel who are authorized signers in the ADE Grants Management System for the fiscal year of the grant. A General Statement of Assurance (GSA) guarantees accountability to the United States and Arizona by the recipients of Federal and State grants that funds will be regulated and administered in accordance with applicable Federal and State statutes.
Graduate	Left the institution after fulfilling requirements for a certificate, credential or degree whether or not the student received the official award.
Indirect Costs	Indirect costs (or overhead) are expenses that have been incurred for purposes common to all Perkins programs/services, but which cannot be identified and charged directly to each individual program/service without an inordinate amount of tracking and accounting. These expenses range from utilities, building maintenance and renovation to accounting, payroll and costs of the community college.
IPEDS	IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the Federal student financial aid programs. IPEDS authorizes the rules for reporting Race/Ethnicity categories.

Term	Description
Left or Exited Institution (Leaver)	A student is not enrolled in any classes at the institution. The exit year is the last year of the last enrollment in classes.
Local Adjusted Level of Performance (LALP)	The percentage level that the eligible recipient submits and negotiates with the State for one or more of the performance measures. The negotiation will be based on comparisons with recipients with comparable demographics and continuous improvement.
Migrant Status	As used in section 1111(h)(1)I(i) of the ESEA is not defined; however, the DOE strongly encourages a State to use the same definition of "migrant status" as a State uses in its annual State report card and as approved in its Consolidated State Accountability Workbook.
Nontraditional Occupations	An occupation or field of work for which individuals from one gender comprise less than 25 percent of the labor force. See Appendix F for Nontraditional Program List. See "Special Pops - Nontraditional Student"
Office of Career, Technical and Adult Education (OCTEA) Formerly known as: Office of Vocational and Adult Education (OVAE)	Federal office responsible for the State's adherence to the regulations defined in Carl Perkins IV legislation.
Participant	A postsecondary student who has earned one or more transcripted occupational credits in any CTE program area in the reporting year.
Program	A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution that leads to a certificate, degree or credential. See "Classification of Instructional Programs (CIP)
Programs of Study	A framework of study to provide non-duplicative coursework from secondary to postsecondary. A program of study identifies academic and occupational courses to ensure non-duplication.
Race and Ethnicity Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15) that was issued by the Office of Management and Budget (OMB) in 1997 See Appendix E	1. **American Indian or Alaskan Native -** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment. 2. **Asian -** A person having origins in any of the original peoples of the Far East, East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. 3. **Black or African American -** A person having origins in any of the Black racial groups of Africa. 4. **Hispanic or Latino -** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin. 5. **Native Hawaiian or Other Pacific Islander -** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. 6. **White -** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. 7. **Two or More Races -** A person belonging to two or more racial groups. **Race and/or Ethnicity Unknown -** A postsecondary student only who does not self-identify a race and/or ethnicity on a local information collection.
Remediation	8. Instructional activities designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. See "Courses - Remedial"
Reporting Year	Reporting year is a 12 month period of enrollment. It begins July 1 and ends June 30 annually.

Term	Description
Retention	Indicator of student persistence within an education program at a given institution. Consists of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.
Services - College/District	Services provided by a specific college or the college district to implement, report, and sustain quality career and technical education programs.
Services - Student Support	Services provided to those special population students to ensure their full participation and success in career and technical education. These support services include such services as assistance with transportation, child care, dependent care, tuition, books, and supplies as approved by the Postsecondary Program Specialist.
Special Pops - Disabled	An individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (ADA)). Under section 3(2) of the ADA, the term "disability" means, with respect to an individual, (A) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (B) a record of such an impairment; or (C) being regarded as having such impairment.
Special Pops - Displaced Homemaker	An individual who: 1. Has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; (ii) has been dependent on the income of another family member but is no longer supported by that income; or (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; **and** Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment
Special Pops - Economically Disadvantaged	2. Individuals from economically disadvantaged families, including foster children and/or a student who is the recipient of a Federal Pell Grant.
Special Pops - Limited English Proficiency	A secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and 1. Whose native language is a language other than English; or Who lives in a family or community environment in which a language other than English is the dominant language
Special Pops - Nontraditional Student	2. A student enrolled in an occupational program that has been identified as a nontraditional occupation.
Special Pops - Single Parent	Any individual who has custody and responsibility for the support and care of one or more dependent children under the age of eighteen in the same residence. Also includes single pregnant women.
State Adjusted Level of Performance (SALP)	A negotiated percentage level for each performance measure that the State negotiates with the Office of Vocational and Adult Education. The level is based on OVAE's comparison with other states and continuous improvement.
Stopped out	A student who left the institution and returned at a later date.
Student Accountability Information System (SAIS)	A centralized, coordinated repository of K-12 educational data in the State. The SAIS system is an electronic system that facilitates the efficient and timely transmission of data from Local Education Agencies (LEAs) to the Arizona Department of Education (ADE). In the future, the SAIS ID system may be available and useful for postsecondary and Tech Prep tracking.
Student - Postsecondary	A student who no longer attends a high school (either has graduated high school or obtained a general education diploma or meets other community college entrance requirements) **and** has enrolled in a community college.
Student - Tech Prep (Secondary)	A student who participates in a high school occupational program that has a State identified and approved curricular flow agreement between a high school and postsecondary institution.

Term	Description
Student - Tech Prep (Postsecondary)	A student who: 1. Has graduated from high school or completed a GED, and 2. Completed the secondary components of a tech prep program, and Has enrolled in postsecondary education.
Technical Skill Attainment	3. Technical Skill Attainment is achieved when a CTE student passes an ADE approved Technical Skill assessment. Only assessments approved by ADE are to be utilized in collection of this data.
Transfer	Students who are known to have transferred out of the reporting institution within 150% of normal time to completion divided by the revised cohort minus allowable exclusions. See “Allowable Exclusions”
Unduplicated Count	The sum of students enrolled for credit, with each student counted only once during the reporting period, regardless of when the student enrolled.
Year - Grant	A 15-month cycle in which funds can be spent for a specific program year. The cycle runs from July 1 to September 30 (i.e., July 1, 2009 - September 30, 2010).
Year - Program	A 12-month cycle within the Grant Year for which annual reporting will occur. The cycle runs from July 1 to June 30 (i.e., July 1, 2009 - June 30, 2010).

APPENDIX C: Career Clusters

The U.S. Department of Education Office of Vocational and Adult Education (OVAE) identified 16 career clusters representing career opportunities for the 21st century economy. These clusters will frame student opportunities as they pursue postsecondary education and a wide range of career opportunities from career beginnings to professional and managerial careers. For further information on the States' Career Cluster Initiative, go to the website, http://www.careerclusters.org/.

Agriculture, Food & Natural Resources	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources. **Agriculture Business Management - Agriscience*
Architecture & Construction	Careers in designing, planning, managing, building and maintaining the built environment. **Carpentry Technologies; Heavy Equipment Operations; Construction Technologies; Plumbing Services; Drafting and Design Technologies; Electrical and Power Transmission Technologies; Heating, Ventilation and Air Conditioning*
Arts, A/V Technology & Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. **Electrical Systems Installation Maintenance Technologies; Graphic Communications; Audio/Visual Technologies; Performing Arts and entertainment Industry*
Business, Management & Administration	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy. **Accounting and Related Services; Business Management and Administrative Services*
Education & Training	Planning, managing and providing education and training services, and related learning support services. **Education Professions; Early Childhood Education*
Finance	Planning, services for financial and investment planning, banking, insurance, and business financial management. **Financial Services*
Government & Public Administration	Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.

Health Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. **Nursing Services; Allied Health Services; Diagnostic and Intervention Technologies; Dental Assisting; Mental and Social Health Services' Therapeutic Massage; Bioscience*
Hospitality & Tourism	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services. **Culinary Arts; Hospitality Management*
Human Services	Preparing individuals for employment in career pathways that relate to families and human needs. **Cosmetology*
Information Technology	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services. **Information Technologies*
Law, Public Safety, Corrections & Security	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services. **Fire Science; Law, Public Safety and Security*
Manufacturing	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering. **Precision Manufacturing; Electronic Technologies; Welding Technologies*
Marketing, Sales & Service	Planning, managing, and performing marketing activities to reach organizational objectives. **Design and Merchandising; Marketing, Management and Entrepreneurship*
Science, Technology, Engineering & Mathematics	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services. **Engineering Technologies*
Transportation, Distribution & Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. **Transportation Technologies*

APPENDIX D: Race/Ethnicity Reporting

RACE/ETHNICITY REPORTING BY IPEDS

On October 19, 2007, the U.S. Department of Education posted to the Federal Register the "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education." (See the Federal Register, Volume 72, Number 202, pp. 59266-59279: http://edocket.access.gpo.gov/2007/pdf/E7-20613.pdf). The proposed changes are necessary for the Department to implement the Office of Management and Budget's (OMB) 1997 Standards for Maintaining, Collecting and Presenting Federal Data on Race and Ethnicity. IPEDS will adopt new aggregate categories for reporting R/E data in accordance with the final guidance.

The guidance issued by the Department covers two separate issues: (1) the collection of R/E data by institutions and (2) the reporting of aggregate data to the Department. For collecting R/E data, institutions must use a two-question format, and the Department encourages institutions to re-survey students and staff (the two-question format is as follows: The first question is whether the respondent is Hispanic/Latino. The second question is whether the respondent is from one or more races from the following list: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White). For further details on the guidance for collecting data, please see the full Federal Register notice. For reporting aggregate data to the Department, the guidance identifies nine categories that will be used for IPEDS. The current and new race/ethnicity categories for reporting data to IPEDS are outlined below:

Past IPEDS Reporting Categories	New IPEDS Reporting Categories
1) Non-Resident Alien 2) Race and Ethnicity unknown 3) Black, non-Hispanic 4) American Indian/Alaskan Native 5) Asian/Pacific Islander 6) Hispanic 7) White, non-Hispanic	1) Nonresident Alien 2) Race and Ethnicity unknown 3) Hispanics of any race For non-Hispanics only: 4) American Indian or Alaska Native 5) Asian 6) Black or African American 7) Native Hawaiian or Other Pacific Islander 8) White 9) Two or more races

Educational institutions will be required to implement this guidance in order to report data for the 2010-2011 school year. Under the guidance, although not required to do so, educational institutions already collecting individual-level data in the manner specified by the notice are encouraged to immediately begin reporting aggregate data to the Department. However, because the 2007-08 IPEDS data collection year is already underway, the new R/E reporting categories will not be available for reporting in IPEDS until the 2008-09 collection year, which begins in Fall 2008.

The IPEDS Technical Review Panel (TRP) discussed the implementation of changes to race/ethnicity reporting in IPEDS in November 2006 after the Department issued preliminary guidance on August 6, 2006. Based on suggestions from that meeting of the TRP, changes to reporting race/ethnicity in IPEDS were fully implemented as outlined below.

2008-09 and 2009-10 Collection Years

Optional years for all components: Reporting using new race/ethnic categories will be voluntary: All five relevant IPEDS components (Fall Enrollment, Human Resources, Completions, 12-Month Enrollment, and Graduation Rates) will allow a combination of current and new race/ethnic submissions, and therefore IPEDS components would have five current race/ethnic categories plus seven new race/ethnic categories plus two remaining categories ("Race and Ethnicity Unknown" and "Non-resident alien") - a combined "5+7+2 format". Although the desire is that institutions will be able to collect and report the new race/ethnic data at this time, institutions would have the option to submit data using any of the following approaches:

- Exclusively use seven new race/ethnic categories for everyone at the institution
- Exclusively current five race/ethnic categories for everyone at the institution
- Use "mixed reporting" - current categories for some individuals and new categories for others. The anticipation is that few institutions would select this option since it will be the most complex.

2010-11 Collection Year

- Mandatory year for Fall Enrollment and Human Resources: Reporting using new race/ethnicity categories will be required.
- Optional year for Completions, 12-Month Enrollment and Graduation Rates Reporting using the new categories will remain optional; data in these components will be collected using the 5+7+2 format.

2011-12 and Beyond Collection Years

- Mandatory years for all IPEDS components: Institutions will be required to report using only the new race/ethnicity categories.

In the years with components that have optional reporting, institutions can report one way for one IPEDS component and another for other IPEDS components. The expectation is that most will report using new race/ethnic categories for Completions, 12-Month Enrollment, and Graduation Rates the year after they report using new race/ethnic categories for Fall Enrollment and Human Resources. The following table summarizes the proposed reporting timeline.

IPEDS Collection Year	Fall Enrollment and Human Resources	Completions, 12-Month Enrollment, and Graduation Rates
2008-09 and 2009-10	mixed format (5+7+2)	mixed format (5+7+2)
2010-11	new format (7+2) only	mixed format (5+7+2)
2011-12 and beyond	new format (7+2) only	new format (7+2) only
"5" includes: Black, non-Hispanic; American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; White, non-Hispanic "7" includes: Hispanics of any race; For non-Hispanics only: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Two or more races "2" includes: Race and Ethnicity Unknown and Nonresident Alien		

Additionally, the IPEDS TRP made suggestions for how IPEDS will make data collected using the combined 5+7+2 format available through the various IPEDS reporting tools. Accordingly, race/ethnicity data during the transition years will be displayed within IPEDS tools in the following way:

- **College Navigator**: only "selected race/ethnic categories" (Hispanic, American Indian or Alaskan Native, Black non-Hispanic, White non-Hispanic, Asian or Pacific Islander) will be displayed since data for other categories would not be comparable across institutions.
- **Peer Analysis System (PAS)**: the selected categories reported in College Navigator will be provided as well as the raw data submitted plus a flag indicating whether data were submitted using the old, new, or mixed categories.
- **Data Feedback Reports and Executive Peer Tool (ExPT)**: new race/ethnicity categories will be used when available and selected College Navigator categories during years when combined format is used.
- **Data Analysis System (DAS) and First Looks (formerly E.D. Tabs)**: data will be reported as they are displayed in College Navigator.

DEFINITIONS FOR NEW RACE AND ETHNICITY CATEGORIES

Race/ethnicity
Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens. Individuals are asked to first designate ethnicity as:

- Hispanic or Latino or
- Not Hispanic or Latino

  Second, individuals are asked to indicate one or more races that apply among the following:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

Hispanic or Latino
A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
American Indian or Alaska Native
A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
Asian
A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American
A person having origins in any of the black racial groups of Africa.
Native Hawaiian or Other Pacific Islander
A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White
A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Nonresident alien
A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. NOTE: Nonresident aliens are to be reported separately in the places provided, rather than in any of the racial/ethnic categories described above.
Resident alien (and other eligible non-citizens)
A person who is not a citizen or national of the United States but who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian). NOTE: Resident aliens are to be reported in the appropriate racial/ethnic categories along with United States citizens.
Race/ethnicity unknown
The category used to report students or employees whose race and ethnicity are not known.

APPENDIX E: 2014-15 ADE CTE Program List

The program list that follows is revised/developed every two years using U.S. Department of Commerce data to identify and prioritize high wage, high demand, high skills occupations. Using this list, colleges can identify programs that are classified as non-traditional for reporting purposes as well as matching programs meeting the high demand, high wage, high skills criteria. (refer to “Postsecondary Program Funding Requirements” section.

Arizona Department of Education
2015 CTE Program List

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

46.0300.30	Industrial Electrician	Female
52.1900.30	Interior Design and Merchandising	*
10.0200.40	Journalism	*
51.0800.30	Laboratory Assisting	Male
43.0100.00	Law, Public Safety and Security	Female
15.1300.40	Mechanical Drafting	Female
51.0800.60	Medical Assisting Services	Male
51.0800.40	Medical Imaging Support Services	Male
51.1500.00	Mental and Social Health Services	Male
10.0200.00	Music/Audio Production	Female
01.0100.50	Natural Renewable Resources Systems	Female
15.1200.30	Network Technologies	*
51.3900.00	Nursing Services	Male
51.0800.20	Pharmacy Support Services	Male
01.0100.30	Plant Systems	Female
01.0100.60	Power, Structural and Technical Systems	Female
48.0500.30	Precision Machining	Female
52.1800.20	Professional Sales and Marketing	*
46.0300.20	Residential Electrician	Female
51.0900.20	Respiratory Therapy Technician	*
15.1200.40	Software Development	*
51.0800.50	Sports Medicine and Rehabilitation Services	Male
51.0900.40	Surgical Technician	*
50.0500.20	Technical Theatre	Female
51.3500.00	Therapeutic Massage	Male
15.1200.50	Web Page Development	*
48.0508.00	Welding Technologies	Female
From this point forward are programs that meet local occupational need:		
28.0101.00	Airforce JROTC	*
28.0301.00	Army JROTC	*
28.0402.00	Navy/Marine Corp JROTC	*
15.0506.00	Environmental Control Technologies Water Operator	Female
51.0808.00	Veterinary/Animal Health Technician/Veterinary Assistant	Male

APPENDIX F: Industry Assessments (revised August 2014)

Community College Programs with Identified Industry Assessments

CIP	Program	Reporting College/District	Assessment	Type of Assessment	Assessment Agency
01.0100	Agricultural Business Management - Agriscience	Yavapai	Post Test CTE Online Industry Assessment	State	Arizona Nursery Association (ANA) - azna.org American Ferriers Association (AFA) - americanfarriers.org Arizona Skill Standards Commission
10.0200	Multimedia Technologies	Eastern Arizona Maricopa CCD Yavapai	CTE Online Industry Assessment in Development CILECT AC Certification	State / National	Arizona Skill Standards Commission CILECT - cilect.org
10.0300 10.0304	Graphic Communications	Cochise	CTE Online Industry Assessment in Development	State	Arizona Skill Standards Commission
12.0401	Cosmetology	Northland Pioneer Eastern Arizona College	National Interstate Council of State Boards of Cosmetology	National	Arizona State Board of Cosmetology - azboc.gov
12.0500 12.0503 12.0599	Culinary Arts	Cochise Mohave	ServSafe Exam CTE Online Industry Assessment	National	ServSafe - servsafe.com Arizona Skill Standards Commission National/Arizona Restaurant Association
13.1200 16.1603	Education & Training: Education Professions	Coconino Maricopa CCD	Arizona Educator Proficiency Assessment (AEPA) HEA Title II National Interpreter Certification CTE Online Industry Assessment	State / National	ADE Certification - azed.gov/educator-certification/ US Department of Education - ed.gov Registry of Interpreters for the Deaf - rid.org Arizona Skill Standards Commission
13.1210	Education & Training: Early Childhood Education	Coconino Maricopa	Child Development Associate Credential (CDA) AEPA –Arizona Educator Proficiency Assessments	National State	The Council for Professional Recognition - cdacouncil.org AEPA
15.0505	Alternative Energy Technology	Coconino	PV Entry Level Installer Certification	National	North American Board of Certified Energy Practitioners (NABCEP) - nabcep.org
15.1100 15.1102	Engineering Sciences: Surveying Technology	Maricopa CCD	ESRI Certification Fundamentals of Engineering (FE) Exam Principles and Practice of Engineering (PE) Exam NICET Exam	National	Environmental Systems Research Institute (ESRI) - esri.com National Council of Examiners for Engineering and Surveying (NCEES) - ncees.org National Institute for Certification in Engineering Technologies (NICET) - nicet.org
15.1200 15.1202	Information Technologies	Coconino Maricopa CCD Northland Pioneer Yavapai	CISCO Certified Network Associate (CCNA) Computer TIA A+ and N+ Red Hat Certified Technician (RHCT) Red Hat Certified Engineer (RHCE) CTE Online Industry Assessment	National	CISCO - cisco.com Computer TIA - comptia.org Red Hat Linux Networking and Security Administration - redhat.com Arizona Skill Standards Commission
15.1300 15.1302	Drafting & Design Technologies	Arizona Western Eastern Arizona Maricopa CCD Yavapai	Architectural Drafting CTE Online Industry Assessment Mechanical Drafting CTE Online Industry Assessment Autodesk CNC Operator Certificate	State / National	Arizona Skill Standards Commission Autodesk - usa.autodesk.com Haas Automation, Inc. (HAAS) - haascnc.com Eastern Arizona College (EAC) - eac.edu
16.1603	Sign Language Interpretation & Translation	Coconino	National Interpreter Certification Educational Interpreter Proficiency Assessment (EIPA)	National	Registry of Interpreters for the Deaf - rid.org/education/testing EIPA
43.0100	Law, Public, Safety & Security	Yavapai	Comprehensive Final Examination (CFE)	Certified Peace Officer	Arizona Peace Officer Standards and Training Board http://www.azpost.gov/
43.0200 43.0201 43.0203	Fire Service	Arizona Western Central Arizona Cochise Eastern Arizona Northland Pioneer Pima Yavapai	State Fire Marshal Exam Fire Science Technology Certification Wild Land Firefighter Fire Officer Leadership Firefighter I and II - Practical and Written Exam Firefighting Strategies and Tactics AZCFSE Testing CTE Online Industry Assessment	State / National	Office of the AZ State Fire Marshal - dfbls.az.gov/ofm.aspx International Fire Science Accreditation Congress (IFSAC) - ifsac.org National Wildfire Coordinating Group (NWCG) - nwcg.gov National Fire Academy (NFA) - usfa.fema.gov/nfa Arizona Center for Fire Service Excellence (AZCFSE) - azfiretraining.org Arizona Division of Emergency Management (ADEM) - dem.azdema.gov American Society of Home Inspectors (ASHI) - ashi.org Arizona Skill Standards Commission
46.0300	Electrical & Power Transmission Technologies	Arizona Western Pima	NCCER Certification Photovoltaic (PV) Entry Level Certificate of Knowledge Exam NICET Exam Nuclear Regulatory Commission Exam	National	NCCER - nccer.org North American Board of Certified Energy Practitioners (NABCEP) - nabcep.org NICET Nuclear Regulatory Commission - nrc.gov

CIP	Program	Reporting College/District	Assessment	Type of Assessment	Assessment Agency
46.0400 46.0401	Construction Technologies	Arizona Western Yavapai Pima	NCCER Certification Home Energy Rater Service (HERS) National Exam Residential Energy Services Network (RESNET) National Exam Residential Building Inspector CTE Online Industry Assessment OSHA Construction Cert. International Mechanical Code (State air conditioning or heating contractor's exam C-39) Photovoltaic (PV) Entry Level Certificate of Knowledge Exam	National National National State National	NCCER - nccer.org HERS - energyraterservices.com RESNET - resnet.us Arizona Skill Standards Commission International Code Council - iccsafe.org http://www.oshacampusonline.com/states/arizona.html State Registrar of Contractors - azroc.gov North American Board of Certified Energy Practitioners (NABCEP) - nabcep.prg
47.0100	Electrical Systems Installation & Maintenance Technologies	Arizona Western	NCCER Certification Associate Level Certified Electronic Technician (CET) Exam Associate Electronics Technician (CETa) Nuclear Regulatory Commission Exam NICET Exam	National	NCCER International Society of Certified Electronic Technicians (ISCET) - iscet.org Electronics Technicians Association (ETA) - eta-i.org Nuclear Regulatory Commission NICET
47.0200	Heating, Ventilation & Air Conditioning (HVAC)	Arizona Western	NATE Certification Section 608 Certification	National	North American Technician Excellence, Inc. (NATE) - natex.org Esco Institute - escoinst.com
47.0300 47.0302	Heavy/Industrial Equipment Maintenance Technologies	Northland Pioneer Central Arizona	Industrial Core Industrial Maintenance Mechanic Level 1	National	NCCER
47.0600 47.0604 47.0607 47.0605	Transportation Technologies	Arizona Western Central Arizona Eastern Arizona Maricopa CCD Maricopa/ Pima Yavapai	Automotive Service Excellence (ASE) Certification AAS Diesel/Heavy Equipment Technology Certification Toyota Technical Education Network Exams MACS Section 609 Certification Airframe-Federal Regulatory Exam Powerplant-Federal Regulatory Exam General-Federal Regulatory Exam CTE Online Industry Assessment Private Pilot	National	ASE - ase.com National Automotive Technicians Education Foundation (NATEF) - natef.org Automotive Youth Education Society (AYES) Associated Equipment Distributors - aednet.org Toyota Technology Education Network Mobile Air Conditioning Society (MACS) - macsw.org AEDF-Associated Equipment Distributors Foundation. aedfoundation.org Federal Aviation Administration (FAA) - faa.gov Arizona Skill Standards Commission National Center for Construction Education and Research (NCCER) - nccer.org
48.0500	Precision Manufacturing	Maricopa CCD	NIMS Level 1 Certification	National	National Institute of Metal Working Skills (NIMS) - nims-skills.org
48.0508	Welding Technologies	Arizona Western Eastern Arizona Mohave Northland Pioneer Yavapai Central Arizona Pima	National Center for Construction Education Research (NCCER) Certification Level 1 Entry Level Welder Level 2 Advanced Welder CTE Online Industry Assessment Welding Tech Certificate Structural Welding/Steel D1.1 American Welding Society Certification	National	American Welding Society (AWS) - aws.org NCCER Arizona Skill Standards Commission
51.0600 51.0602	Dental Assisting	Maricopa CCD Mohave	NBDHE –National Board of Dental Hygience National Dental Hygiene Certification Exam (NDHCE) American Dental Association Joint Commission on National Dental Exam	State / National	AZ State Board of Dental Examiners (ASBDE) - azdentalboard.us American Dental Association (ADA) - ada.org Commission on Dental Accreditation (CODA)
51.0800 51.0801 51.0802 51.0810	Allied Health Services	Central Arizona Cochise Coconino Eastern Arizona Maricopa CCD Northland Pioneer Pima	Medical Assistant Exam American Medical Technologists Certification Personal Fitness Trainer National Strength and Conditioning Association Certification Clinical Research Coordinator Exam National Registry Test for EMT ASCP or AMT Phlebotomy Exam	State / National	American Medical Technologies - amtwoundcare.com American Council of Exercise - acefitness.org National Strength and Conditioning Association (NSCA) - nsca-lift.org Association of Clinical Research Professionals (ACRP) - acrpnet.org National Registry of Emergency Medical Technicians - nremt.org Arizona Department of Health - azdhs.gov American Society for Clinical Pathology (ASCP) - ascp.org National Healthcareer Association (NHA) - nhanow.com

CIP	Program	Reporting College/District	Assessment	Type of Assessment	Assessment Agency
51.0900 51.0904 51.0908 51.0911 51.0913	Diagnostic & Intervention Technologies	Arizona Western Central Arizona Cochise Eastern Arizona Maricopa CCD Pima Yavapai	National Registry Board Exam AAS Radiologic Technology National Registry of Radiation Protection Technologists (NRRPT) Exam National Registry Test for EMT Entry Level Respiratory Therapist (CRT) National AZ Certified Emergency Medical Technician Emergency Medical Technician-Basic Emergency Medical Technician-Paramedic Emergency Medical Services Arizona Respiratory Therapist Temporary License NSCA Exam	State / National	American Registry of Radiologic Technicians (ARRT) - arrt.org Joint Review Committee on Education in Radiologic Technology (JRCERT) - jrcert.org NRRPT - nrrpt.org National Registry of Emergency Medical Technicians National Board for Respiratory Care - nbrc.org Arizona Dept. of Health Arizona State Board of Respiratory Care Examiners - rb.state.az.us National Strength and Conditioning Association (NSCA)
51.3800 51.3801	Nursing	Arizona Western Central Arizona Cochise Coconino Eastern Arizona Maricopa CCD Mohave Northland Pioneer Yavapai	NCLEX - RN National Council of State Board of Nursing Certificate for LPN RN License	State / National	AZ State Board of Nursing - azbn.gov
51.3900 **51.3901** **51.3990**	Nursing Services	Arizona Western Central Arizona Cochise Coconino Eastern Arizona Maricopa CCD Mohave Northland Pioneer Yavapai	AAS Nursing Degree NCLEX-RN Nursing License LPN Certificate CNA Certificate CNA State Board of Nursing Certification NCLEX - PN Nursing License CTE Online Industry Assessment Nursing Assistant Certified Medication Assistant ASCP or AMT Phlebotomy Exam National Registry Test for EMT	State / National	AZ State Board of Nursing National League for Nursing Accreditation - nlnac.org National Council of State Boards of Nursing (NCSBN) - ncsbn.org Arizona Skill Standards Commission American Society for Clinical Pathology and American Technologists - ascp.org National Registry of Emergency Medical Technicians - nremt.org
52.0200 52.0201	Business Management & Administrative Services	Maricopa CCD	WAFCRMC- Western Association of Food Chains	State	WAFC
52.0400 52.0411	Business Operations Support & Assistant Services	Maricopa CCD	Kenexa Prove It CTE Online Industry Assessment	State / National	Kenexa Prove It - proveit.com Arizona Skill Standards Commission

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