Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

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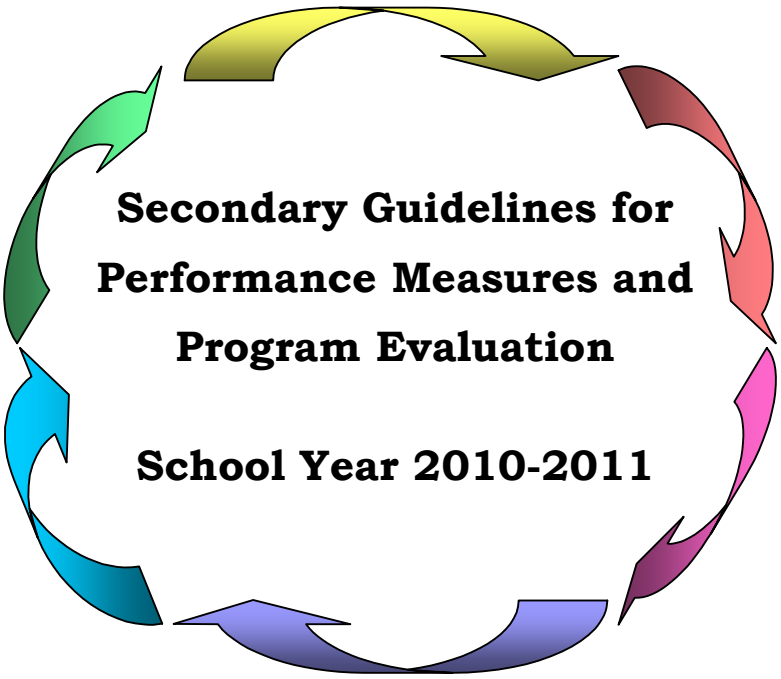

Secondary Guidelines for Performance Measures and Program Evaluation

School Year 2010-2011

July 2010

Career and Technical Education
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CAREER AND TECHNICAL EDUCATION IN ARIZONA

VISION

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

MISSION

Prepare Arizona students for workforce success and continuous learning

CORE VALUES

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

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Introduction

The purposes of the SY2010-2011 Secondary Guidelines are to serve as an overview of Performance Measures reporting requirements and provide sufficient information in order to continuously improve Career and Technical Education (CTE) programs. The Secondary Guidelines are updated annually and include the newest performance measure updates.

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

- Understand Performance Measures
- Organize concentrator and placement data
- Report 2011 concentrator and 2010 placement records
- Access performance results from the ADE web page
- Use performance results to evaluate program performance
- Monitor data quality

There are three documents designed to assist in Performance Measure reporting:

- SY2010-2011 Online Technical Assistance for CTE Funding Requirements Handbook available at https://www.azed.gov/cte/EnrollRptgSvcs.asp in the User Manuals section
- The SY2010-2011 CTE Handbook, *The Handbook,* available at https://www.ade.az.gov/cte/HandbookGuidelines.asp under The Handbook
- SY2010-2011 *Secondary Guidelines for Performance Measures and Program Evaluation* (this book), available at https://www.ade.az.gov/cte/HandbookGuidelines.asp under Secondary Guidelines for Performance Measures and Program Evaluation

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

- Academic standards attainment
  - Reading
  - Math
- Technical skill attainment
- School completion (Graduation and GED)
- Graduation rates
- Placement rates and
- Nontraditional students
  - Participation
  - Completion

For additional information regarding the contents of this document, contact Penny Legge at (602) 364-2470 or Penny.Legge@azed.gov.

Section 1
Understanding Performance Measures

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

The Arizona accountability system must address Federal and State data collection requirements and may change each year as new requirements are implemented. Expected levels of State performance must be reviewed annually for each Performance Measure.
The State Adjusted Level of Performance (SALP) is a measurable and quantifiable indicator of performance negotiated between the Arizona Department of Education (ADE) and the Office of Vocational and Adult Education (OVAE). The State must attain the SALP for each measure, which increases annually. Each district will have a District Level of Performance (DLP) for each of the eight performance measures.

Calculation

The purpose of Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006 is to establish and support local performance accountability systems that assess the effectiveness and optimize the return of investment in CTE activities in Arizona. Districts will be informed of the levels of performance for each indicator. Reports will be available for each of the eight Performance Measures for:

- the entire district (combines all programs at all schools)
- the district, by program (combines same programs at all schools)
- each school (combines all programs at each school)
- each school, by program (currently in place as Program Results Report)

Performance Measures are calculated using participant, concentrator and placement data collected by CTE and SAIS, AIMS, Migrant and GED data. All Federal concentrator records will be included in the calculation of Performance Measures.

In the event a DLP (District's Level of Performance) does not meet SALP, a district may request to negotiate a Local Level of Performance (LALP) for the upcoming year for any of the Performance Measures. The instructions and forms used to request a LALP can be found at https://www.ade.az.gov/cte/Forms.asp.

Failure to submit required Performance Measures information will impact district funding.

Definition of a CTE Concentrator

A concentrator is a secondary student who has transcripted two (2) or more Carnegie Units/credits in a State-designated sequence in an approved Career and Technical Education program. The Carnegie Units/credits must be in a single Career Preparation program as outlined in the SY2010-2011 CTE Handbook. A Career Preparation sequence of courses may not include courses designated with a .99 or .00 course number. These courses may not be included when determining which courses will be used for reporting concentrators. Only those concentrator records with a valid leave code will be used in calculating number of concentrators and in performance measures.

Definition of a CTE Participant

Performance Measure 6S1-Nontraditional Participation is based on participant data. A participant is a secondary student who has earned one or more transcripted Carnegie Units/credits in any CTE program

area in the reporting year. A Career Preparation sequence of courses may not include courses designated with a .99 or .00 course number. These courses may not be included when determining which courses will be used for reporting participants. Only those concentrator records with a valid leave code will be used in calculating number of concentrators and in performance measures.

Carnegie Units Required for 2011 Programs

CIP	2011 CTE Program List	Minimum Number of Carnegie Units in State Designated Sequence of Instruction for SY2010-2011
01.0100	Agricultural Business Management - Agriscience	3
10.0200	Audio/Visual Technologies	2
10.0300	Graphic Communications	3
12.0400	Cosmetology	2
12.0500	Culinary Arts	2
13.1200	Education Professions	2
13.1210	Early Childhood Education	2
15.0000	Engineering Sciences	3
15.0300	Electronic Technologies	3
15.1200	Information Technologies	2
15.1300	Drafting and Design Technologies	2
41.0100	Bioscience	2
43.0100	Law, Public Safety and Security	2
43.0200	Fire Service	2
46.0300	Electrical and Power Transmission Technologies	2
46.0400	Construction Technologies	2
47.0100	Electrical Systems Installation and Maintenance Technologies	3
47.0200	Heating, Ventilation and Air Conditioning	2
47.0300	Heavy/Industrial Equipment Maintenance Technologies	3
47.0600	Transportation Technologies	3
48.0500	Precision Manufacturing	3
48.0508	Welding Technologies	2
49.0100	Air Transportation	3
49.0200	Heavy Equipment Operations	2
50.0100	Performing Arts and Entertainment Industry	2
51.0600	Dental Assisting	2
51.0800	Allied Health Services	2
51.0900	Diagnostic and Intervention Technologies	2
51.1500	Mental and Social Health Services	2
51.1600	Nursing Services	2
51.3500	Therapeutic Massage	2
52.0200	Business Management and Administrative Services	3
52.0400	Business Operations Support and Assistant Services	2
52.0300	Accounting and Related Services	3
52.0800	Financial Services	3
52.0900	Hospitality Management	2
52.1800	Marketing, Management and Entrepreneurship	2
52.1900	Design and Merchandising	2

Secondary Core Indicators and Levels of Performance
SY2010-2011

Indicator 1.
Academic Attainment

Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3). [Sec. 113(b)(2)(A)(i)]

NEW **Performance Measure 1S1**	**61.40%** of CTE program concentrators who leave secondary education in the reporting year will meet or exceed all the State **reading** standards as assessed by the AIMS test.
NEW **Performance Measure 1S2**	**55.00%** of CTE program concentrators who leave secondary education in the reporting year will meet or exceed all the State **math** standards as assessed by the AIMS test.

Indicator 2.
Technical Skill Attainment

Student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate. [Sec. 113(b)(2)(A)(ii)]

NEW **Performance Measure 2S1**	**67.00%** of CTE program concentrators who completed the State-designated sequence of instruction who took and passed technical skill assessments that are aligned with industry-recognized standards and who, in the reporting year, left secondary education.

Indicator 3.
High School Completion

Student attainment rate for a secondary school diploma or a General Education Development (GED) credential or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities). [Sec.113(b)(2)(A)(iii)]

NEW **Performance Measure 3S1**	**78.00%** of CTE concentrators who left secondary education during the reporting year and earned diplomas or GED's. *[Sec.113(b)(2)(A)(iv)].*

Indicator 4.
High School Graduation

Student attainment of a secondary schools diploma or its recognized equivalent, proficiency credential in conjunction with a secondary school diploma or a postsecondary degree or credential. [Sec.113(b)(2)(A)(iv)]

NEW **Performance Measure 4S1**	**77.00%** of CTE program concentrators who leave high school due to graduation.

Indicator 5.
Placement

Student placement in postsecondary education or advanced training, in military service or in employment. [Sec.113(b)(2)(A)(v)]

NEW **Performance Measure 5S1**	**55.00%** of CTE concentrators who left secondary education during the reporting year, graduated and were placed in postsecondary education or advanced training, in the military service or employment in the second quarter following the program year in which they left secondary education. Unduplicated placement status for CTE concentrators who graduated by June 30, 2009 will be assessed between October 1, 2009 and December 31, 2009.

Indicator 6.
Nontraditional Participation

Student participation in and completion of career and technical education programs that lead to nontraditional fields. [Sec. 113(b)(2)(A)(vi)]

NEW **Performance Measure 6S1**	**22.50%** of enrollment in nontraditional CTE programs will be nontraditional genders.
NEW **Performance Measure 6S2**	**12.00%** of CTE program concentrators from underrepresented gender groups who completed the State-designated sequence of instruction who took and passed technical skill assessments that are aligned with industry-recognized standards and who, in the reporting year, left secondary education.

Performance Measures 1S1 and 1S2
Academic Skill Attainment

Core indicator one in Perkins states that students must attain State-established challenging academic content standards and academic achievement standards. AIMS scores obtained from AIMS records at ADE are used to measure academic achievement for Performance Measures 1S1 and 1S2.

Academic standards are in the process of being cross-walked to the CTE standards. CTE teachers are expected to support, expand and deliver identified academic standards.

Measure 1S1: Academic Reading Attainment

Numerator: Number of CTE concentrators who meet or exceed all the reading standards measured on the AIMS test
Denominator: Number of CTE concentrators who take the test

Measure 1S2: Academic Math Attainment

Numerator: Number of CTE concentrators who meet or exceed all the math standards measured on the AIMS test
Denominator: Number of CTE concentrators who take the test

Additional Results: Academic Writing Attainment

Although not a required Performance Measure, AIMS writing results will continue to be made available on Performance Measures reports. Districts will not be held accountable for AIMS Writing Attainment.

Numerator: Number of CTE concentrators who meet or exceed all the writing standards measured on the AIMS test
Denominator: Number of CTE concentrators who take the test

Matching AIMS Scores to CTE Students

The following steps explain how AIMS scores are matched:

1. Match all CTE concentrators with AIMS data by SAIS ID
2. Look for a match based on CTDS (County/Type/District/School code), name and DOB
3. Look for a match based on name, DOB and students who are in the placement table with a particular CTDS (from the middle column in the AIMS Match document) that match with a CTDS from the AIMS table
4. Match first name, last name, DOB and gender
5. Match First name and first 3 letters of last name, DOB and gender
6. Match first 3 letters of first name and last name, DOB and gender
7. Match last name, first name, gender, district, DOB off by +/- 1 year or +/-1 day

Performance Measure 2S1
Technical Skill Attainment

Core indicator two in Perkins measures student achievement on technical assessments that are aligned with industry-recognized standards and are used to measure technical skill attainment. To be included in the calculation of Technical Skill Attainment, a student must be a concentrator who completed the State-designated sequence of instruction. Each concentrator record must indicate the minimum number of credits required. Districts will be expected to require these concentrators to take the online assessment as part of their course requirement. In SY2010-2011, Arizona expects to have 60 percent of the eligible CTE concentrators participate in the online assessment for identified programs. Arizona intends to increase this percentage annually.

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

Performance Measure 3S1
Secondary School Completion

The student rate of completion for a secondary school diploma or a GED is a Performance Measure calculated by the ADE using CTE high school graduates and GED data. Concentrator data will be matched to GED data obtained from the Division of Adult Education at the ADE to determine the concentrators who obtained a GED.

Numerator: Number of CTE concentrators who earned a regular secondary school diploma or GED
Denominator: Number of CTE concentrators who left school

Performance Measure 4S1
Graduation

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

Numerator: Number of CTE concentrator graduates and were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(c)(vi) of the ESEA
Denominator: Number of CTE concentrators who left school

Performance Measure 5S1
Placement

A follow-up survey is conducted on all high school CTE graduates that left school in the prior year. CTE concentrators are surveyed for placement between October 1, 2010 and December 31, 2010 to determine their current placement status and are entered in the Online System by April 15. CTE concentrator records are updated with placement information to the CTE Online System.

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

Numerator: Number of CTE concentrators who graduated in 2010 and were placed
Denominator: Number of CTE concentrators who graduated in 2010

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

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

The form on the following page is a sample form that reflects required data elements and is available at https://www.azed.gov/cte/Forms.asp under Secondary Graduate Placement Survey Form.

Secondary Graduate Placement Survey Form

(2010 Graduates)

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

A. DEMOGRAPHIC INFORMATION:

CTDS #: _____ - _____ - _____

School: _____

Program CIP: _____

Program: _____

SAIS ID: _____

☐ Program Concentrator
☐ Male ☐ Female
☐ Handicapped ☐ LEP ☐ Economic Disav
☐ Single Parent ☐ NO

Student Name: _____

Street: _____

City: _____

State: _____

ZIP: _____

Type of Contact:
☐ Mail ☐ Phone ☐ In Person Phone (optional): ( ) _____
Other (please specify):

B. FORM COMPLETED BY:

☐ Graduate
☐ Family Member
☐ Other (Please specify below: teacher, aide, etc.)

Are you returning from a religious mission?
☐ YES ☐ NO

If Yes, what year did you graduate from high school?
☐ 2007 ☐ 2008 ☐ 2009

C. PLACEMENT INFORMATION: (Please check all that apply):

	YES	NO
1. Are you enrolled in POSTSECONDARY EDUCATION or ADVANCED TRAINING?	☐	☐
a. School Name: _____		
b. Does either of these relate to the skills learned in the program listed above?	☐	☐

	YES	NO
2. Are you in the MILITARY?	☐	☐
a. What branch of the military? _____		
b. Does your job directly relate to the skills learned in the program listed above?	☐	☐

	YES	NO
3. Are you WORKING?	☐	☐
a. Does your job directly relate to the skills learned in the program listed above?	☐	☐
b. If you are working, please provide the following:		

Employer/Business Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone (optional): ( ) _____ FAX (optional): ( ) _____

Supervisor/Contact Person: _____

Performance Measures 6S1 and 6S2
Nontraditional Participation and Completion

Nontraditional training and employment refers to occupational training or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in the workforce. CTE programs are designated as "nontraditional" based on the 2008 versions of the Nontraditional Occupations and 2000 Classification of Instructional Programs Crosswalk prepared by the National Alliance for Partnerships in Equity (NAPE) published in December 2008. Programs designated as Nontraditional on the following list will remain nontraditional throughout the duration of Perkins 2006.

Nontraditional enrollment assistance and training is available. Numerous nontraditional resources are available from ADE. For more information contact Jeanne Roberts at (602) 364-2211 or email Jeanne.Roberts@azed.gov.

NEW

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

Measure 6S1: Nontraditional Participation

Numerator: Number of nontraditional CTE participants enrolled in a nontraditional program
Denominator: Number of CTE participants enrolled in a nontraditional program

Measure 6S2: Nontraditional Completion

Numerator: Number of CTE concentrators from underrepresented gender groups who completed the State-designated sequence of instruction then took and passed the technical skills assessment in a program that leads to employment in nontraditional fields and left secondary education in the reporting year.
Denominator: Number of CTE concentrators who completed the State-designated sequence of instruction and took the assessment in a program that leads to employment in nontraditional fields and left secondary education in the reporting year.

Programs Designated as Nontraditional for SY2010-2011

CIP Code	Program Name	Nontraditional Gender
01.0100	Agricultural Business Management - Agriscience	Female
10.0200	Audiovisual Technologies	Female
10.0300	Graphic Communications	*
12.0400	Cosmetology	Male
12.0500	Culinary Arts	Female NEW
13.1200	Education Professions	Male NEW
13.1210	Early Childhood Education	Male
15.0000	Engineering Sciences	Female
15.0300	Electronic Technologies	Female
15.1200	Information Technologies	*
15.1300	Drafting and Design Technologies	Female
41.0100	Bioscience	*
43.0100	Law, Public Safety and Security	Female
43.0200	Fire Service	Female
46.0300	Electrical and Power Transmission Technologies	Female
46.0400	Construction Technologies	Female
47.0100	Electrical Systems Installation and Maintenance Technologies	Female
47.0200	Heating, Ventilation and Air Conditioning	Female
47.0300	Heavy/Industrial Equipment Maintenance Technologies	Female
47.0600	Transportation Technologies	Female
48.0500	Precision Manufacturing	Female
48.0508	Welding Technologies	Female
49.0100	Air Transportation	Female
49.0200	Heavy Equipment Operations	Female
50.0100	Performing Arts and Entertainment Industry	*
51.0600	Dental Assisting	Male
51.0800	Allied Health Services	Male
51.0900	Diagnostic and Intervention Technologies	*
51.1500	Mental and Social Health Services	Male
51.1600	Nursing Services	Male
51.3500	Therapeutic Massage	Male
52.0200	Business Management and Administration Services	*
52.0300	Accounting and Related Services	Male NEW
52.0400	Business Operations Support and Assistant Services	Male
52.0800	Financial Services	*
52.0900	Hospitality Management	*
52.1800	Marketing, Management and Entrepreneurship	*
52.1900	Design and Merchandising	* NEW

*Note: * - Program is not designated as a nontraditional program for either gender.*

Based on a new and expanded version of the Nontraditional Occupations and 2000 Classification of Instructional Programs Crosswalk prepared by the National Alliance for Partnerships in Equity - December 2008. For additional information on understanding Performance Measures, refer to the SY2010-2011 Online Technical Assistance for CTE Funding Requirements Handbook available at https://www.azed.gov/cte/EnrollRptgSvcs.asp in the User Manuals section.

Section 2
Submitting Performance Measures to ADE

Submitting a CTE Participant Record

High schools report CTE participant data to the Arizona Department of Education annually. In the past, participants were reported in aggregated form, using Program Enrollment. Due to a variety of changes, the Office of Vocational and Adult Education (OVAE) has requested this information be reported in a disaggregated format. A participant is reported the first year they are enrolled in an approved CTE program and receive at least one transcripted Carnegie Unit during the year in the same program. Participants are reported at the end of the school year and due by June 4 each year. The information reported includes SAIS ID, Date of Birth and other relevant information for all active programs listed in a school's Program Profile Table, available at https://www.azed.gov/PerfMeasures/splash.asp).

Submitting a CTE Concentrator Record

High schools report CTE concentrator data to the Arizona Department of Education annually. The Concentrator Report is compiled at the end of the school year and due by June 4 each year. The information reported includes names and other relevant information for active programs listed in a school's Program Profile Table, available at https://www.azed.gov/PerfMeasures/splash.asp).

The following leave codes will be used in the calculation of performance measures:

Leave Code Values		
Graduates	=	W7 - Mid Year Graduate S7 - Summer Graduate G - Year End Graduate
Drop Out	=	A - Passed Aims, not enough credits to Graduate C, W13, S13 - Did not pass AIMS but did fulfill Course of Study W2, S2 - Illness W3, S3 - Expelled W4, S4 - Status Unknown W5, S5 – Drop Out W10, S10 - Transferred to Detention W11, S11 - Left school with intention of getting GED W12, S12 - Left school to continue in Vocational school
Not Used in PerfMeas Calculations	=	W1, S1 - Transferred to other school W6, S6 - Aged Out W8, S8 - Deceased W9, S9 - Home Taught E1 – Still Enrolled

Effective programs produce CTE participants, concentrators and placements on an annual basis. Failure to submit participant and concentrator records will impact funding. All of the fields are mandatory. CTE participant and concentrator information includes:

- School of Attendance
- School of Residence
- Program Information
- Program Name
- Student Name
- Birth date
- Gender *
- Ethnicity*
- Race*
- SAIS ID
- Federal/State Indicator
- Special Population Information
- Number of Carnegie Units Earned
- Assessment Information*
- Migrant Information*
- Leave Code*
- SAIS Cohort Year*
- Concentrator Report Date (auto fill)

* indicates fields that are imported from other data sources.

Online concentrator reports are available at: https://www.azed.gov/PerfMeasures/splash.asp.

For additional information, refer to the SY2010-2011 Online Technical Assistance for CTE Funding Requirements Handbook available at:
https://www.azed.gov/cte/EnrollRptgSvcs.asp in the User Manuals section.

Submitting Data for Alternate Enrollment Scenarios

A student who attends an alternate enrollment scenario is one who attends CTE courses offered at another campus (offsite). A student may begin taking courses in a program at the school of residence and proceed to take additional courses in the same program offsite or take the entire coherent sequence of courses offsite. An offsite campus might be another high school within the same district, Joint Technical Education District (JTED), skill center or college campus.

A school may have students enrolled in various enrollment scenarios. To determine the scenario that applies, read each description below:

- **Scenario 1**: **Students enroll in a program or program option offered at a JTED Central Site –** *Beginning January 1, 2011, a school district planning to participate in an approved or conditionally approved JTED Central program must submit a one-time Notification of Participation (NOP), listing each approved or conditionally approved JTED Central program and each high school planning to participate in the approved or conditionally approved JTED Central program. The NOP does not expire, an additional NOP will only need to be submitted, if a new participating high school is added to the district or a new JTED Central program is offered.* The district (school of residence) will be responsible for reporting course enrollment, participants, concentrators and placements as articulated to the JTED Central site. All active programs and approved JTED Central programs will be reflected on the school of residence Program Profile Table. The Coherent Sequence will show all courses being offered in each program at the school of residence as articulated to the JTED Central program CTDS. The district (school of residence) is also responsible for ensuring that end of program assessments are administered to the articulated JTED Central students. See page 60 for a sample NOP.

- **Scenario 2**: **Students enroll in a program or program option offered at EVIT Main Campus –** EVIT will be responsible for submitting an *NOI, reporting course enrollment, participants, concentrators and placements. All active programs will be reflected on the EVIT Program Profile Table. The Coherent Sequence will show all courses being offered in each program at EVIT Main

Campus. EVIT is responsible for ensuring that end of program assessments are administered EVIT students.

Although EVIT is a JTED, it is different in that it has a Basic Grant and must provide data as it relates to the Perkins Act of 2006.

- **Scenario 3: Students enroll in a CTE program at the school of residence that articulates to a postsecondary public/private institution–all CTE courses in the program are taught at the postsecondary institution –**
  The district (school of residence) will be responsible for submitting an *NOI, reporting course enrollment, participants, concentrators and placements as articulated to the postsecondary public/private institution. All active programs will be reflected in the Program Profile Table of the school of residence. The Coherent Sequence will show all courses as articulated to the postsecondary public/private institution. The district (school of residence) is also responsible for ensuring that end of program assessments are administered to the articulated students.

- **Scenario 4: A school of residence offers some courses in a program but sends articulated students to an offsite campus for upper level courses at another high school or postsecondary public/private institution –**
  For the course(s) taught at the school of residence, the school of residence will be responsible for submitting an *NOI, reporting course enrollment and participants. For course(s) taught at the postsecondary public/private institution, the district (school of residence) will report the course enrollment as articulated to the postsecondary public/private institution. The district (school of residence) will also be responsible for reporting participants, concentrators and placements residence as articulating to the postsecondary public/private institution. All active programs will be reflected in the Program Profile Table of the school of residence. The Coherent Sequence will show course(s) taught at the school of residence and will also show course(s) taught at the postsecondary public/private institution as articulated. The district (school of residence) is also responsible for ensuring that end of program assessments are administered to the articulated and school of residence students.

- **Scenario 5: Students enroll in a program not offered at the school of residence but offered off site within the same district –**
  The district (school of residence) will be responsible for reporting course enrollment, participants, concentrators and placements as articulated to the school of attendance. The school of attendance will be responsible for submitting an *NOI. All active programs will be reflected on the school of attendance Program Profile Table. The school of residence Coherent Sequence will show all courses being offered in each program as articulated to the school of attendance. The district (school of residence) is also responsible for ensuring that end of program assessments are administered to the articulated students.

*The NOI in these articulation scenarios will remain open for 3 years, regardless of outcomes. The district does not have to withdraw/resubmit the NOI until the end of the 3rd year as needed.

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

Submitting a Placement Survey

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

Placement information includes:

- Fiscal Year the Concentrator left school*
- School of Attendance*
- Program Name and CIP Code*
- Student name*
- Gender*
- Student address
- Phone number
- Contact Type
- Description of Contact if Other
- Leave Code*
- SAIS ID*
- Federal/State indicator*
- Religious Mission Information
- Placement Information for School/Apprenticeship, including postsecondary school name
- Military, including military branch
- Working, including employer name, address, phone number, supervisor

* Data in these fields is carried forward from prior CTE concentrator files.

For additional information, refer to SY2010-2011 Online Technical Assistance for CTE Funding Requirements available at https://www.azed.gov/cte/EnrollRptgSvcs.asp in the User Manuals section.

Section 3
Using Performance Measures Reports

A variety of reports summarizing local performance on the Career and Technical Education Performance Measures are compiled annually using participant, concentrator and placement reports. These reports are a valuable resource to use with administrators, teachers and Advisory Committees. Districts should use these reports during their Annual Evaluation and to determine program status.

Program Profile Table

When a high school submits a Notification of Intent (NOI) to offer a CTE program, the program is added to the Program Profile Table as "Received New". After the program has been reviewed by the State Supervisor it is listed on the Program Profile Table as "Conditionally Approved" or "Approved". Schools report CTE course and program enrollment, concentrators and placement data to ADE for all active programs. A school's Program Profile Table is accessed on the ADE CTE website at: https://www.azed.gov/PerfMeasures/splash.asp. A sample Program Profile table is on the next page.

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

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

If a program at a school is "Conditionally Approved" or "Approved" in the Program Profile Table in the top section, that school is responsible for reporting course and program enrollment, concentrators and placements. Any program in the inactive section will not report course or program enrollment, but concentrators may be reported in the following year and placements may be reported for two years after the inactive date.

The inactive section of the Program Profile Table shows programs that the school withdrew or CTE withdrew. A program that is inactivated at a school by CTE cannot re-submit an NOI until at least one year of non-funding and will not be approved until all essential elements are met and approved by the State Supervisor.

The following legend gives the meaning of each status:

NOI Status	Description
Received New	A new NOI has been received
Conditionally Approved	The State Supervisor has conditionally approved this program • One or more of the essential elements for the program are missing or is close to being met
Approved	All essential elements are in place and the program has been approved
Withdrawn by District	A program is withdrawn by the district
Withdrawn by ADE	A program is withdrawn by ADE/CTE due to: • State Supervisor recommendation • Performance Measure deficiencies
Received Existing	An NOI is received for a program that is currently inactive but was previously active or an NOI has been submitted for a new Option
Conditionally Reapproved	The State Supervisor has conditionally reapproved this program • One or more of the essential elements for the program are missing or is close to being met
Reapproved	An NOI has been approved for a program that was previously active

All Most Recent Birth Date and Most Recent Inactive Dates are reflective of the fiscal year in which they became active or inactive. An NOI Status of "Received New" will not generate enrollment funding until the program has been reviewed by the appropriate State Supervisor and the status is changed to "Conditionally Approved" or "Approved".

PROGRAM PROFILE FOR SAMPLE HIGH SCHOOL

CTDS : 12-34-56-001 Program Information					
	Program/Option Name	**NOI Status**	**Birth Fiscal Year**	**Inactive Fiscal Year**	**Action**
Active Programs					
Program Number	**Program/Option Name**	**NOI Status**	**Most Recent Birth Date**	**Most Recent Inactive Date**	**Action**
010100	Agricultural Business Management - Agriscience	Approved	7/1/2006		Delete
010100	- Animal Systems - Opt C	Approved	7/1/2007		Delete
510800	Allied Health Services	Approved	7/1/2008		Delete
510800	- Pharmacy Support Services - Opt A	Conditionally Approved	7/1/2009		Delete
510800	- Sports Medicine & Rehabilitation Svs - Opt D	Reapproved	7/1/2008		Delete
100200	Audio/Visual Technologies	Approved	7/1/2006		Delete
100200	- Electronic Journalism - Opt A	Approved	7/1/2007		Delete
120400	Cosmetology	Conditionally Approved	7/1/2009		Delete
120500	Culinary Arts	Reapproved	7/1/2008		Delete
521900	Design and Merchandising	Approved	7/1/2007		Delete
521900	- Fashion Design and Merchandising - Opt A	Approved	7/1/2007		Delete
430200	Fire Service	Approved	7/1/2008		Delete
100300	Graphic Communications	Approved	7/1/2005		Delete
100300	- Photo Imaging - Opt C	Approved	7/1/2007		Delete
151200	Information Technologies	Approved	7/1/2006		Delete
151200	- Web Page Development - Opt D	Approved	7/1/2007		Delete
511600	Nursing Services	Conditionally Approved	7/1/2007		Delete
500100	Performing Arts and Entertainment Industry	Conditionally Approved	7/1/2008		Delete
470600	Transportation Technologies	Approved	7/1/2008		Delete
470600	- Automotive Technologies – Opt A	Conditionally Approved	7/1/2009		Delete
470600	- Aircraft Mechanics - Opt D	Approved	7/1/2008		Delete
Inactive Programs					
Program Number	**Program/Option Name**	**NOI Status**	**Most Recent Birth Date**	**Most Recent Inactive Date**	
010300	Agriscience	Withdrawn by District	7/1/1995	6/30/2008	Delete
520200	Business Mgmt & Admin Services	Withdrawn by District	7/1/2007	6/30/2008	Delete
460400	Construction Technologies	Withdrawn by District	7/1/1995	6/30/2002	Delete
131210	Early Childhood Education	Withdrawn by District	7/1/1995	6/30/2002	Delete
520900	Hospitality Management	Withdrawn by District	7/1/2004	6/30/2007	Delete
521800	Marketing Management and Entrepreneurship	Withdrawn by District	7/1/2004	6/30/2008	Delete

Profile History

The Profile History shows the history of a program at a high school. When a program has been inactivated more than once, the birth dates and inactive dates show on the Profile History. A school's Profile History is accessed on the ADE CTE website at: https://www.azed.gov/PerfMeasures/splash.asp. See a sample Profile History below.

PROGRAM PROFILE HISTORY FOR SAMPLE HIGH SCHOOL

CTDS : 12-23-56-001 Program Information					
Active Programs					
Program Number	**Program/Option Name**	**NOI Status**	**Received Date**	**Birth Date**	**Inactive Date**
010100	Agricultural Business Management - Agriscience	Approved	07/01/2006	7/1/2006	
010100	- Animal Systems - Opt C	Approved	04/07/2008	7/1/2007	
510800	Allied Health Services	Approved	04/08/2009	7/1/2008	
510800			07/01/2004	7/1/2004	6/30/2006
510800	- Pharmacy Support Services - Opt A	Conditionally Approved	03/10/2010	7/1/2009	
510800	- Sports Medicine & Rehabilitation Svs - Opt D	Reapproved	04/28/2009	7/1/2008	
100200	Audio/Visual Technologies	Approved	07/01/2006	7/1/2006	
100200	- Electronic Journalism - Opt A	Approved	06/03/2008	7/1/2007	
120400	Cosmetology	Conditionally Approved	11/13/2009	7/1/2009	
120500	Culinary Arts	Reapproved	04/01/2009	7/1/2008	
120500			07/01/1995	7/1/1995	6/30/2004
521900	Design and Merchandising	Approved	07/01/2007	7/1/2007	
521900	- Fashion Design and Merchandising - Opt A	Approved	08/14/2009	7/1/2007	
430200	Fire Service	Approved	03/16/2009	7/1/2008	
100300	Graphic Communications	Approved	07/01/2005	7/1/2005	
100300	- Photo Imaging - Opt C	Approved	06/03/2008	7/1/2007	
151200	Information Technologies	Approved	07/01/2006	7/1/2006	
151200	- Web Page Development - Opt D	Approved	06/03/2008	7/1/2007	
511600	Nursing Services	Conditionally Approved	05/20/2008	7/1/2007	
500100	Performing Arts and Entertainment Industry	Conditionally Approved	03/16/2009	7/1/2008	
470600	Transportation Technologies	Approved	03/16/2009	7/1/2008	
470600	- Automotive Technologies – Opt A	Conditionally Approved	10/13/2009	7/1/2009	
470600	- Aircraft Mechanics - Opt D	Approved	08/14/2009	7/1/2008	
Inactive Programs					
Program Number	**Program/Option Name**	**NOI Status**	**Received Date**	**Birth Date**	**Inactive Date**
010300	Agriscience	Withdrawn by District	07/01/1995	7/1/1995	6/30/2008
520200	Business Mgmt & Admin Services	Withdrawn by District	07/01/2007	7/1/2007	6/30/2008
460400	Construction Technologies	Withdrawn by District	07/01/1995	7/1/1995	6/30/2002
131210	Early Childhood Education	Withdrawn by District	07/01/1995	7/1/1995	6/30/2002
520900	Hospitality Management	Withdrawn by District	07/01/2004	7/1/2004	6/30/2007
521800	Marketing Management and Entrepreneurship	Withdrawn by District	07/01/2004	7/1/2004	6/30/2008
521800			07/01/1995	7/1/1995	6/30/2002

Types of Secondary Performance Measures Reports

Performance Measures are compiled annually from CTE concentrator and placement reports. A variety of reports summarizing local performance are available when you log into https://www.azed.gov/PerfMeasures/splash.asp.

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

Quick Instructions for Accessing Online Local Performance Reports

Access the ADE web page at: https://www.azed.gov/cte/

1. Click on **Programs**
2. Click on **Career & Technical**
3. Click on **Performance Measures**
4. Click on **Concentrator and Placement Online System**

Or access the CTE website login page directly at https://www.azed.gov/PerfMeasures/splash.asp

To Login: Use the district's **User ID and Password** (available from your Local CTE Director/Coordinator)

To access the **Program Profile Table:**

1. Click on **Administrative** in the upper left corner
2. Click on **Program Profile**
3. Select the **School** or **CTDS**

To access other reports:

(A)-Performance Measures Program Results Graph

1. Click on **Reporting** along the left side of the screen
2. Click on **Result Graph**
3. Select the **Fiscal Year**
4. Select either **District** or **School** breakdown
5. Select either **Single Program** or **All Programs** breakdown

(B), (D)-PerfResults by School by Program or by District by Program

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select **PerfResults by School by Program or by District by Program** from the drop-down menu
5. Select **All Schools or select a school**
6. Select either **One Program** or **All Programs**

(C), (E)- PerfResults by School or by District

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select **PerfResults by School or by District** from the drop-down menu
5. Select **All Schools or select a school**

(F)-Performance Measures Summary

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select **Performance Measures Summary** from the drop-down menu
5. Select either **District** or **School** breakdown
6. Select either **Single Program** or **All Programs** breakdown

(G)- Results for All Student Groups

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select **Results for All Student Groups** from the drop-down menu
5. Select either **District** or **School** breakdown
6. Select program for single report

(H)-Results for Special Populations

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select **Special Population Results** from the drop-down menu
5. Select either **District** or **School** breakdown
6. Select either **Single Program**, **All Programs** or **All Programs Rolled Up** breakdown

(I)-District Data Snapshot

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select the **District Data Snapshot**

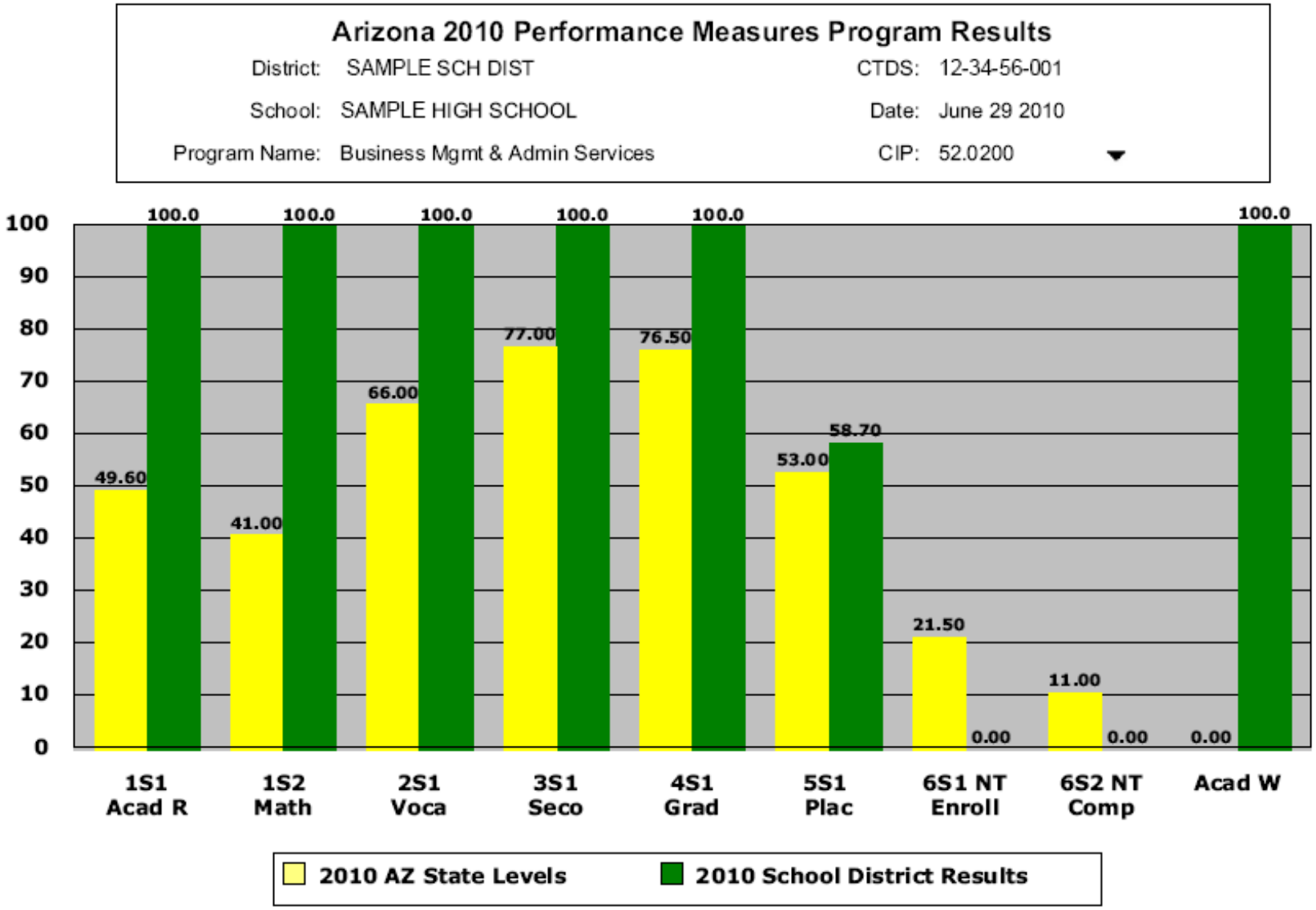
(J)-Race/Ethnicity Results

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select the **District Data Snapshot**
7. Select either **District** or **School** breakdown
5. Select either **Single Program**, **All Programs** or **All Programs Rolled Up** breakdown

To create another report, use the **Back** option in the left hand of the tool bar until you get the option (program, school, district or report) you want to change.

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

(A)-Performance Measures Program Results Graph



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

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

▼ = Single Program Data

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

2010 Arizona Performance Measures Results
School Level of Performance by Program

CTDS: 12-34-56-001 District: SAMPLE SCH DIST
School: SAMPLE HIGH SCHOOL Page: 1 of 1
Date: 06/29/2010 CIP: 52.0200
Program Name: Business Mgmt & Admin Services

Measure 1S1 Academic Reading Attainment

N. Number of concentrators who meet or exceed all the reading standards measured on the AIMS test	10	Local Performance:	100 %
D. Number of concentrators who took the AIMS test and left school	10	State Performance:	49.6 %
	Meet State Level of Performance?		**Y**

Measure 1S2 Academic Math Attainment

N. Number of concentrators who meet or exceed all the math standards measured on the AIMS test	10	Local Performance:	100 %
D. Number of concentrators who take the AIMS test and left school	10	State Performance:	41 %
	Meet State Level of Performance?		**Y**

Measure 2S1 Technical Skill Attainment

N. Number of concentrators who completed the course sequence, took and passed the assessment	1	Local Performance:	100 %
D. Number of concentrators who completed the course sequence, took the assessment and left school	1	State Performance:	66 %
	Meet State Level of Performance?		**Y**

Measure 3S1 Secondary Completion

N. Number of concentrators in cohort year 2010 who graduated or obtained a GED	10	Local Performance:	100 %
D. Number of concentrators in cohort year 2010 who left school	10	State Performance:	77 %
	Meet State Level of Performance?		**Y**

Measure 4S1 Graduation

N. Number of concentrators in cohort year 2010 who graduated	10	Local Performance:	100 %
D. Number of concentrators in cohort year 2010 who left school	10	State Performance:	76.5 %
	Meet State Level of Performance?		**Y**

Measure 5S1 Placement

N. Number of 2009 concentrators who graduated and were placed	27	Local Performance:	58.7 %
D. Number of 2009 concentrators who graduated	46	State Performance:	53 %
	Meet State Level of Performance?		**Y**

Measure 6S1 Nontraditional Participation

N. Number of nontraditional gender participants in a nontraditional program	0	Local Performance:	0 %
D. Number of participants in a nontraditional program	0	State Performance:	21.5 %
	Meet State Level of Performance?		**N/A**

Measure 6S2 Nontraditional Completion

N. Number of nontraditional gender concentrators who completed course sequence, took and passed the assessment in nontraditional program	0	Local Performance:	0 %
D. Number of concentrators who completed the course sequence, took the assessment in a program identified as nontraditional & left school	0	State Performance:	11 %
	Meet State Level of Performance?		**N/A**

Not Required For Federal Reporting--Academic Writing Attainment

N. Number of concentrators who meet or exceed all the writing standards measured on the AIMS test	10	Local Performance:	100 %
D. Number of concentrators who took the AIMS test	10	State Performance:	0 %
	Meet State Level of Performance?		**N/A**

N = Formula Numerator D = Formula Denominator
(NT-M) or (NT-F) = Nontraditional for Males or Non-traditional for Females
Note: Program has no nontraditional classification if this abbreviation does not appear.
(TP) = Identified as a Tech Prep Program on Enrollment Report

(F)-Performance Measures Summary

Arizona 2010 Performance Measures Summary for SAMPLE HIGH SCHOOL

CTDS 12-34-56-001 District: SAMPLE SCH DIST

Date: 06/29/2010 Page: 1 of 2

Performance Measure	1S1 Academic Reading Attainment	1S2 Academic Math Attainment	2S1 Technical Skill Attainment	3S1 Secondary Completion	4S1 Graduation	5S1 Placement	6S1 Nontrad Participation	6S2 Nontrad Completion	Academic Writing Attainment
State Adjusted Level of Performance (SALP)	49.6%	41%	66%	77%	76.5%	53%	21.5%	11%	0%
Program	Meet SALP?	Meet SALP?	Meet SALP?	Meet SALP?	Meet SALP?	Meet SALP?	Meet SALP?	Meet SALP?	Meet SALP?
51.0800 (NT-M)	Y	Y	Y	Y	Y	Y	N/A	Y	Y
	+	+	+	+	+	+	N/A	+	+
Allied Health Services	100%	90.48%	100%	100%	100%	92.31%	0%	60%	100%
10.0200 (NT-F)	Y	Y	N/A	Y	Y	Y	N/A	N/A	Y
	+	+	N/A	+	+	+	N/A	N/A	+
Audio/Visual Technologies	100%	100%	0%	100%	100%	64.71%	0%	0%	75%
52.0200	Y	Y	Y	Y	Y	Y	N/A	N/A	Y
	+	+	+	+	+	+	N/A	N/A	+
Business Mgmt & Admin Services	100%	100%	100%	100%	100%	58.7%	0%	0%	100%
46.0400 (NT-F)	Y	Y	N/A	Y	Y	N	N/A	N/A	Y
	+	+	N/A	+	+	<	N/A	N/A	+
Construction Technologies	85%	80%	0%	95%	95%	44%	0%	0%	90%
12.0400 (NT-M)	Y	Y	N/A	Y	Y	N/A	N/A	N/A	Y
	+	+	N/A	+	+	N/A	N/A	N/A	+
Cosmetology	100%	100%	0%	100%	100%	0%	0%	0%	100%
13.1210 (NT-M)	Y	Y	N/A	Y	Y	Y	N/A	N/A	Y
	+	+	N/A	+	+	+	N/A	N/A	+
Early Childhood Education	100%	100%	0%	100%	100%	58.33%	0%	0%	100%

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

NA = Not Applicable, is not a designated nontraditional program

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

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

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

= School Data

(G)-Performance Measures Results for All Student Groups

2010 School Program Performance Measures Results for All Student Groups

District: SAMPLE SCH DIST CTDS: 12-34-56 Page 1 of 4

School: SAMPLE HIGH SCHOOL Date: 06/29/2010 ▼

Program: Business Mgmt & Admin Services CIP: 52.0200

Measure 1S1 Academic Reading Attainment

Population	Number of Students in the Denominator	Number of Students in the Numerator	State Adjusted Level of Performance	Actual Level of Performance	Meet State Level of Performance?
GRAND TOTAL	10	10	49.6	100	Y
Male	5	5		100	Y
Female	5	5		100	Y
American Indian	1	1		100	Y
Asian	0	0		0	N
Black	2	2		100	Y
Hispanic	7	7		100	Y
White	0	0		0	N
Disabled	0	0		0	N
LEP	0	0		0	N
Econ Disadvantaged	4	4		100	Y
Single Parent	0	0		0	N
Nontraditional	0	0		0	N
TECH PREP	0	0		0	N

Measure 1S2 Academic Math Attainment

Population	Number of Students in the Denominator	Number of Students in the Numerator	State Adjusted Level of Performance	Actual Level of Performance	Meet State Level of Performance?
GRAND TOTAL	10	10	41	100	Y
Male	5	5		100	Y
Female	5	5		100	Y
American Indian	1	1		100	Y
Asian	0	0		0	N
Black	2	2		100	Y
Hispanic	7	7		100	Y
White	0	0		0	N
Disabled	0	0		0	N
LEP	0	0		0	N
Econ Disadvantaged	4	4		100	Y
Single Parent	0	0		0	N
Nontraditional	0	0		0	N
TECH PREP	0	0		0	N

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

(H)-Performance Measures Results for Special Populations

Arizona 2010 Performance Measures School Program Results for Special Populations

CTDS: 12-34-56-001 District: SAMPLE SCH DIST

School: SAMPLE HIGH SCHOOL Date: 06/29/2010

Program Name: Business Mgmt & Admin Services CIP: 52.0200

Total Student Population	Total	%Male	%Female
School October Enrollment	0	0	0
CTE Program Enrollment	0	0	0
Concentrators Reported	10	50	50
Concentrators Completed Course Sequence	1	100	0
Concentrators Completed CS & Placed Prior Year	27	48.15	51.85

Disabled Population	Total	%Male	%Female
Oct Spec Ed Enrollment	0	0	0
Disabled CTE Program Enrollment	0	0	0
Disabled Concentrators Reported	1	100	0
Disabled CTE Concs Completed Course Sequence	0	0	0
Disabled Concs Completed CS & Placed Prior Year	1	100	0

LEP Population	Total	%Male	%Female
LEP Report (grades 9-12)	0	****	****
LEP CTE Program Enrollment	0	0	0
LEP Concentrators Reported	0	0	0
LEP Concentrators Completed Course Sequence	0	0	0
LEP Concs Completed CS & Placed Prior Year	2	100	0

Economically Disadvantaged Population	Total	%Male	%Female
Total Free Lunch Eligible	0	****	****
Econ Dis CTE Program Enrollment	0	0	0
Econ Dis Concentrators Reported	4	100	0
Econ Dis Concs Completed Course Sequence	0	0	0
Econ Dis Concs Completed CS & Placed Prior Year	4	50	50

Single Parent Population	Total	%Male	%Female
S Parent CTE Program Enrollment	0	0	0
S Parent Concentrators Reported	0	0	0
S Parent Concs Completed Course Sequence	0	0	0
S Parent Concs Completed CS & Placed Prior Year	0	0	0

(I)-CTE District Data Snapshot

CTD:123456 **District Name: SAMPLE SCH DIST**

ARIZONA CAREER AND TECHNICAL EDUCATION

2010 DISTRICT DATA SNAPSHOT

Student Population	Total Number
2009-2010 High School 9-12 October Enrollment[1]	
2009-2010 CTE Program Participants[2]	
2010 CTE Concentrators[3]	534
Percentage of 2010 CTE Concentrators who completed the program sequence and passed the technical skills assessment in a program where a technical skill assessment was available	100%
524 CTE Concentrators graduated in 2010 and were members of the 2010 Cohort Year	99.05% Graduated
Number of 2009 CTE Concentrators who graduated, passed the assessment and were placed in education, work or military	80
Number of 2009 CTE Concentrators who graduated, passed the assessment and were placed in related education, related work or related military	75
525 CTE Concentrators in the 2010 Cohort Year left secondary education in 2010 and took AIMS Reading (Unduplicated)	97.33% meet or exceed the standard
526 CTE Concentrators in the 2010 Cohort Year left secondary education in 2010 and took AIMS Math (Unduplicated)	95.44% meet or exceed the standard
525 CTE Concentrators in the 2010 Cohort Year left secondary education in 2010 and took AIMS Writing (Unduplicated)	96.38% meet or exceed the standard

CTE students comprise 0% of 9-12 high school enrollment.

0% of CTE Participants become Concentrators.

[1] Total unduplicated 9-12 grade October Enrollment as reported to SAIS.

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

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

(J)-Race/Ethnicity Results

Arizona 2010 Performance Measures School Program Results for Race/Ethnicity

District: SAMPLE SCH DIST CTD 12-34-56-001

School: SAMPLE HIGH SCHOOL Date: 06/29/2010
Program: Business Mgmt & Admin Services CIP: 52.0200

Total Student Population	Total	%Male	%Female
October Enrollment	0	0	0
CTE Program Enrollment	0	0	0
Concentrators	10	50	50
Concentrators Completed Course Sequence	1	100	0
Placements	27	48.15	51.85

Am Indian/Natural Alaskan Population	Total	%Male	%Female
October Am Indian Enrollment	0	0	0
Am Indian CTE Program Enrollment	0	0	0
Am Indian Concentrators	1	100	0
Am Indian Concentrators Completed Course Sequence	0	0	0
Am Indian Placements	0	0	0

Asian Population	Total	%Male	%Female
October Asian Enrollment	0	0	0
Asian CTE Program Enrollment	0	0	0
Asian Concentrators	0	0	0
Asian Concentrators Completed Course Sequence	0	0	0
Asian Placements	1	0	100

Black Population	Total	%Male	%Female
October Black Enrollment	0	0	0
Black CTE Program Enrollment	0	0	0
Black Concentrators	2	50	50
Black Concentrators Completed Course Sequence	0	0	0
Black Placements	3	66.67	33.33

Hispanic Population	Total	%Male	%Female
October Hispanic Enrollment	0	0	0
Hispanic CTE Program Enrollment	0	0	0
Hispanic Concentrators	7	42.86	57.14
Hispanic Concentrators Completed Course Sequence	1	100	0
Hispanic Placements	13	53.85	46.15

White Population	Total	%Male	%Female
October White Enrollment	0	0	0
White CTE Program Enrollment	0	0	0
White Concentrators	0	0	0
White Concentrators Completed Course Sequence	0	0	0
White Placements	10	40	60

Using the Alignment Report

The End of Year Alignment Report is sent to districts each time 40th and 100th Day Enrollment, Preliminary and Final Funding Reports are mailed. This report is very useful in troubleshooting missing data required for each program. Each Active Program is expected to have the following:

- Program Profile Information
- Coherent Sequence of Courses
- Articulation Information
- 40th and 100th Day Course Enrollment
- Program Enrollment
- Concentrators
- Placements

If any of these pieces are missing, the program will show as "Not Aligned". Action by the district may be required in order to rectify the problem.

Name of Column	Description	Notes
Program CIP **Program Name**	The program shows on this report if either the program is active, or the school reported any data for this program.	If a program does not appear on this list, the program is not active and there was no data reported.
NOI Date	This is the most recent date this program was activated.	If this column says "No Profile" it is because the program is not active, but data was reported for one or more of the reporting systems.
Coherent Sequence	This field shows the number of courses reported in the Coherent Sequence of Courses for each program.	"No BG Sequence" means there are no courses reported in the Coherent Sequence of Courses.
Articulate Fed BG	The information in this field comes from the Coherent Sequence of Courses. A course that is being taught offsite will show the CTDS of the school where this course is taught.	The CTDS reported for a course being taught offsite in the Coherent Sequence of Courses should match the 40th/100th Day Course Enrollment CTDS of attendance.
Articulate 40th Day	This field shows the CTDS from the 40th Day Course Enrollment, when the course is taught offsite. The number in this field indicates the number of courses reported for each Program.	The CTDS reported for a course being taught offsite in the Coherent Sequence of Courses should match the 40th/100th Day Course Enrollment CTDS of attendance.
Articulate 100th Day	This field shows the CTDS from the 100th Day Course Enrollment, when the course is taught offsite. The number in this field indicates the number of courses reported for each Program.	The CTDS reported for a course being taught offsite in the Coherent Sequence of Courses should match the 40th/100th Day Course Enrollment CTDS of attendance.
CE 40th	This is the number of 40th Day courses (career preparation) reported in this school year's course enrollment.	Courses that are not listed in the Program Sequence of Courses are not included.
CE 100th	This is the number of 100th Day courses (career preparation) reported in this school year's course enrollment.	Courses that are not listed in the Program Sequence of Courses are not included.
Non-COOP	This is the number of courses taught that are not identified as DCE, Internship or Coop.	
COOP Courses	This is the number of courses being taught that reported Course Enrollment as DCE, Internship or Coop.	
COOP Only	If all courses reported on Course Enrollment are DCE, Internship or Coop, the message will be "Error". Programs without a complete sequence of courses are not fundable.	
2010 Concentrator	Number of concentrators reported in each program.	If this field is blank, it means no concentrators were reported in this program.
2009 Placement	Number of Placements reported in each program. ZERO means a Zero Placement Report has been filed.	If this field is blank, it means no Placements were reported in this program.
Program Enrollment	This is the number of unduplicated enrollment as reported on Program Enrollment.	
Reports NOI-BG-CE-PM-PE	"Aligned" means all required reporting components have been met.	"Not Aligned" indicates one of the components is missing. This could affect funding. Evaluation and corrective action is needed.

FY 2010 End-of-Year Alignment Report

PRELIMINARY PRELIMINARY PRELIMINARY PRELIMINARY

CTD 123456 SAMPLE SCH DIST

CTDS 123456001 SAMPLE HIGH SCHOOL

Program	Program Title	NOI Date	Coherent Sequence [1]	Articulate Fed. BG [2]	Articulate 40th Day [2]	Articulate 100th Day [2]	CE 40th [3]	CE 100th [3]	Non-Coop/ Comb [3]	Coop/ Comb [3]	Coop/ Comb Only [4]	2010 Conc [5]	2009 Place [6]	Prog-Enroll [7]	Reports NOI-BG-CE-PM-PE [8]
510800	Allied Health Servic	07/01/2004	2				2	2	4	0		61	21	116	Aligned
100200	Audio/Visual Technol	No Profile	No BG Seq									6	24		Not Aligned
520200	Business Mgmt & Admi	07/01/2005	3				2	3	5	0		44	34	99	Aligned
460400	Construction Technol	07/01/2007	3				3	3	6	0		50	33	118	Aligned
120400	Cosmetology	07/01/2008	2	070802234	070802234	070802234	2	2	4	0		1		2	Not Aligned
510900	Diagnostic and Inter	07/01/2009	2	070802234	070601012		2		2	0				1	Not Aligned
131210	Early Childhood Educ	07/01/2004	2				2	2	4	0		33	31	95	Aligned
131200	Education Profession	07/01/2004	2				2		2	0		2	25	29	Aligned
150000	Engineering Sciences	No Profile	No BG Seq									2			Not Aligned
520800	Financial Services	No Profile	No BG Seq										1		Not Aligned
100300	Graphic Communicatio	No Profile	No BG Seq									1	3		Not Aligned
151200	Information Technolo	07/01/2006	2				2	2	4	0		32	30	47	Aligned
430100	Law Public Safety an	07/01/2004	2				2	2	4	0		23	27	132	Aligned
521800	Marketing Management	No Profile	No BG Seq										2	1	Not Aligned
511600	Nursing Services	07/01/2005	2	070601012	070601012		2		2	0		4	22	15	Aligned

Please note that a program's "aligned" or "not-aligned" status is not a statement of approval for funding.
This report shows what data CTE has (or does not have) for a program for the current year. It does not indicate the quality of that data, only the existence of that data.

Note1: "Coherent Sequence" column displays how many courses were reported as planned (by the district) to be taught for this program, this school year.

Note2: CTDS of where a program's students are articulated (to) are copied from the BG Coherent Sequence, 40th-day course enrollment, and 100th-day course enrollment. (all three should be the same)

Note3: "CE 40th", "CE 100th", "Non-Coop", and "Coop CP" have the number of courses (career preparation) reported in this school year's course enrollment.

Note4: If program has only DCE, Internship, or COOP courses in this school year - the "Coop-only" column shows "Error". These particular programs are not fundable.

Note5: The count of concentrators reported for school year 2010 is reported in column "2010 Conc".

Note6: The count of placements (of 2009 graduates) from this program is reported in column "2009 Place".

Note7: The program participant (unduplicated count - each student counted in only one program in 2010) total is reported in column "Prog-Enroll".

Note8: As of the end of school year 2010 - the program has "Aligned" status if it has active NOI, coherent sequence, course enrollment, concentrator, placement, and program enrollment data.

Section 4
Interpreting Program Approval Status

A Notification of Intent (NOI) is submitted for all new programs seeking Carl D. Perkins Basic Grant and State Block funds even if a JTED is submitting an "Application for Course Approval". This NOI alerts the appropriate State Supervisor of the intent to offer a new program or program option. It will be reviewed within 90 days. If the NOI is complete and the program appears viable (requested components in place) the program will be approved to proceed for the following school year. This "start-up year approval" will allow funding for one year, if the program reports enrollment. In the event the program has no enrollment in the first year, the NOI will be placed in "Received New" status for approval in the following year and the process will begin over. After an NOI is active for two years with no enrollment, a new NOI will need to be submitted.

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

- Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at https://www.azed.gov/cte/HandbookGuidelines.asp under *The Handbook*, in the "CTE Program Codes and Titles" and "Coherent Sequence and Certification" sections of the SY2010-2011 CTE Handbook.
- Teaches all the State-designated program "standards" (See definition page 57 of this publication)
- Specified on the current CTE Program List. (See page 4 of this publication)
- Taught by an appropriately certified teacher per CTE certification requirements, available in the SY2010-2011 CTE Handbook, *The Handbook*, available at https://www.azed.gov/cte/HandbookGuidelines.asp under *The Handbook*.
- Evaluates program performance annually (see page 35 of this publication) and meets or exceeds established State Performance Measures.
- Offers student work-based participation that involves actual work experience and connects classroom learning to work activities. Additional information is available at https://www.azed.gov/cte/guides/.
- Requires student participation and Career Exploration for grades 7-9.
- Requires a Career and Technical Education Student Organization (CTSO) to be organized for the CTE secondary programmatic area.

Conditionally Approved Programs: A program may be conditionally approved for a variety of reasons. The essential elements determine this status. A conditionally approved program is eligible for State and Federal funding. A program will receive a conditionally approved designation from ADE, based on possible factors are listed below:

- District applies for and receives a one year exemption from an essential element requirement. The program will be conditionally approved for one year.
- A program fails to meet the State Adjusted Level of Performance for any of the eight Performance Measures.
- District is operating on a Local Adjusted Level of Performance (LALP) for any performance measure and shows improvement annually.

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

- The district fails to submit accurate Course Enrollment Verification Reports or submit Participant, Concentrator or Placement Verification Reports.
- The district is still missing one of the essential elements after the one year exemption has been granted.
- The district does not conduct an annual program evaluation, implement an Action Plan or submit the results to ADE at the established deadline.
- The district does not meet SALP or LALP or fails to implement an Improvement Plan, fails to make any improvement in meeting any of the levels of performance or fails to meet 90 percent of the SALP or LALP for three consecutive years.
- The program fails to produce concentrators for three consecutive years or a placement for four consecutive years.

Section 5
Improving Program Performance

The following activities are identified in Perkins IV to assist in improving program performance annually:

	Citation	Description
Annual Evaluation REQUIRED	ARS §15-783 Carl D Perkins 2006 Section 134(b)(5)	Using a local CTE Advisory Team, each program is evaluated and strategies are identified and implemented to facilitate continuous improvement.
Improvement Plan AS NECESSARY	Carl D. Perkins 2006 Section123(b)(2)(3)(4)(5)	A district that fails to meet a Performance Measure is required to create and implement an Improvement Plan including goals to be met to increase Performance Measure outcomes.
Request for LALP AS NECESSARY	Carl D. Perkins 2006 Section 113(a)(4)	A district that fails to meet a Performance Measure may request a Local Adjusted Level of Performance that is different from the State Level of Performance and must show improvement annually.

Conducting an Annual Program Evaluation

Federal and State Law require an evaluation of CTE programs be conducted annually. Performance Measures results are available after June 23 each year for use during program evaluations. Districts should begin a self-assessment and annual evaluation process as soon as the Performance Measures results are available. Annual Program Evaluations are required by ADE to facilitate continuous improvement and to provide an avenue through which the agency can get a snapshot view of programs. Strategies for processes leading to successful program evaluations are listed chronologically as follows:

- By September 1 of the school year, the CTE Administrator/Director for each district will designate program lead teachers to coordinate the recruitment of departmental Advisory Committee members. Perkins 2006 specifies that there must be at least one representative from each of the groups listed below:

Perkins Recommended minimum participant requirement for quality program development and evaluation	ADE/CTE Recommended minimum participant requirement for quality program development and evaluation
• Parents and students	• Parents and students
• Administrators	• School Administrator(s)
• Academic teachers	• Academic teachers representing Math, English and Science
• CTE Teachers	• CTE Teacher(s) as related to program(s) being evaluated
• Career Guidance	• Career and/or Academic Counselor(s)
• Academic Counselors	• Career and/or Academic Counselor(s)
• Representatives of Tech Prep consortia	• Tech Prep consortia representative(s)
• Member from the business and industry related to the program(s) being evaluated	• Industry partners as related to program(s) being evaluated
• Labor organizations	• Representative for local labor organization, if appropriate
• Representatives of Special Populations	• Special Populations representative
• Other interested individuals such as government, nonprofit youth service providers or workforce development representatives	• Other interested individuals

- By September 30 of the school year, a general Advisory Committee meeting will take place with invited participants consisting of the entire membership of the group of CTE program Advisory Committees. Best practices for meaningful and efficient Advisory Committee meetings are:
    - Send invitations to attend that include place and directions, date and time and agenda
    - Create a dated sign-in chart for participants that includes lines for each member with the following information in columns:
        - name of participant
        - title of participant
        - business or agency represented
        - phone number of participant
        - email address of participant
        - mailing address of participant
        - signature column to indicate actual attendees
    - Focus comments at the first meeting around encouraging participants to work as teams to create quality industry-based programs that lead directly to employment or postsecondary education.
    - Inform committee members that they will meet by program area at least twice during the school year to assist with program development and improvement as well as serving, as needed, in an advisory capacity to program teachers. Emphasize that the main purpose of Advisory Committee participation is to support quality programs for students.
    - Inform the group that there will be a final general meeting at the end of the school year with break-out sessions for the purpose of conducting year-end program evaluations. During this meeting, you will use Performance Measures data to evaluate program success
    - Create a schedule for all program Advisory Committee meetings and provide copies to all attendees at the first general meeting. Mail copies to attendees who were not able to attend. This will get meetings on the calendars of busy members.

- Prior to June 1, assemble the CTE general Advisory Committee for a final meeting to examine results to determine program strengths and weaknesses and conduct the program evaluations. Effective tools for conducting the Annual Program Evaluation must be selected from the following:
    - Program Assessment Review (PAR) electronic rubric available at
        - https://www.azed.gov/cte/PerkinsAcct/PAR.pdf
        - https://www.azed.gov/cte/PerkinsAcct/PAR.doc (Word)
    - Rubric for Exemplary Programs available at
        - https://www.azed.gov/cte/Forms.asp under Local Program Evaluation Tools, *"Exemplary Program Evaluation Rubric"*
    - Districts may make revisions to the above tools to meet district needs. The use of the Local Program Assessment Guide (LPAG) remains an option for those districts that have successfully used this tool in the past. It can be found at https://www.azed.gov/cte/Forms.asp under Local Program Evaluation Tools. Consider asking CTE staff to complete the evaluation tool sometime before meeting with Advisory Committee members.
    - Districts create an Action Plan based on local evaluation results. After the creation of an Action Plan, the performance targets and goals should be reviewed regularly. As programs are monitored regularly, it may become necessary to revise or adjust some of the goals indentified in the Action Plan. Successful monitoring includes turning goals into concrete activities that are measurable and manageable in size, scope and quality. Districts should incorporate the Action Plan into State-directed objectives and other priorities into the Basic Grant application.

The CTE Program Evaluation Action Plan will be compiled using the results of the 2009-2010 Annual Evaluation. The action plan will be used to improve program performance during the 2010-2011 school year. The results of the Annual Evaluation will be submitted to CTE no later than September 30 each year. Required documentation will include:

- The Action Plan, including
  - Recommendations
  - Responsible party
  - Timeline
- Agenda
- Chart showing invited guests and attendees indicating the departments, agencies or businesses they represent along with all available contact information.

Send these three documents to DIG@azed.gov, or mail to:

Arizona Department of Education
Career and Technical Education, Bin 42
Attn: Development and Innovations
1535 W Jefferson
Phoenix, AZ 85007

SAMPLE SCHOOL DISTRICT
CTE PROGRAM EVALUATION ACTION PLAN
2009-2010

SUMMARY SAMPLE: The following table details the action plan for SAMPLE School District CTE Programs based on the 2009-2010 school year. The goals were adopted by (statement of who adopted the plan) representing each of the CTE program areas operating on SAMPLE High School Campus. It should be noted that: (statement of highlights or setbacks). District should note any other findings noted during the Annual Evaluation, either in the summary or by program, below.

The advisory committee documentation (sign-in sheets and agendas) are attached to this Evaluation.

PROGRAM AREA	RECOMMENDATION	RESPONSIBLE PARTY	STATUS/COMPLETION DATE
Program 1			
Program 2			
Program 3			
Program 4			
Program 5			
Program 6			
Program 7			

Creating and Implementing an Improvement Plan for Performance Measures Not Met

If your district has failed to meet at least ninety percent of one or more Performance Measures or show improvement to a previously negotiated local level of performance, you are required to create and implement an Improvement Plan. Per Section 123(a)(1) of Perkins 2006, failure to create and implement an Improvement Plan for Performance Measures not met could result in loss of funds. To determine whether an Improvement Plan for Performance Measures not met is necessary, compare the 2009-2010 District Level of Performance by measure to the 2009-2010 State Adjusted Level of Performance for each of the eight measures.

According to Section 123(b)(1-5) of Perkins Law, districts that fail to meet 90% of the SALP on any measure must submit an Improvement Plan. The form is available at https://www.azed.gov/cte/Forms.asp. ADE will provide technical assistance in September for those districts with a YEAR ONE Improvement Plan on any Performance Measure to monitor progress. In year 2 of an Improvement Plan, districts will receive increased technical assistance and monitoring for implementing the improvement plan.

The State CTE Advisory Committee to the State Board of Education will approve guidelines for those districts that may move to YEAR THREE on any Performance Measure or have not made any progress on any measure. These will be based on Section 123(b)(2).

The Improvement Plan must include:

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

The Improvement Plan must be submitted to the State by August 31 of the plan year. The Improvement Plan must be implemented for SY2010-2011. Send your Action Plan, including timeline and agenda to DIG@azed.gov, or mail to:

Arizona Department of Education
Career and Technical Education, Bin 42
Attn: Development and Innovations
1535 W Jefferson
Phoenix, AZ 85007

Improvement Plan Template

XXX District
Performance Measures Improvement Plan for 2010-11

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

Performance Measure	Circle # of Consecutive Years Failed to Meet this Measure	2009-10 District Level of Performance	2009-10 Arizona State Level of Performance (SALP)_	90% of the 2009-10 SALP	District Target to Reduce Gap between District Level of Performance and SALP in 2010-2011
	1 2 3				

Contributing factors:

1. Identify the reasons for not meeting the measure.

2. Identify categories of students for which there were quantifiable disparities or gaps in performance to include any geographic, socio-economic or ethnic anomalies.

3. The action steps for which will be implemented to improve the performance levels for those performance measures not met.

Action Steps	Responsible Person(s)	Timeline for Completion	Mid-Year Status

4. The staff member(s) responsible for each action step and the timeline for completing each action step.

Suggested research tools:

1. Documentation used to determine level of performance and identifying disparities or gaps in performance based on geographic, socio-economic or ethnic anomalies.
    a. Online Reports:
        i. Perf Results by District (DLP)
        ii. Results for all Student Groups
        iii. Special Population Results
        iv. Race/Ethnicity Results

This form is available at: https://www.azed.gov/cte/Forms.asp

Applying for a Local Adjusted Level of Performance (LALP)

If your district has failed to meet at least ninety percent of one or more Performance Measures or show improvement to a previously negotiated local level of performance, you may request a LALP for each Performance Measures not met. Per Section 113(a)(4) of Perkins 2006, a district level of performance that does not meet at least 90 percent of the SALP may request a Local Adjusted Level of Performance (LALP) for the upcoming year.

Each district will compare their prior year (2008-09) actual District Level of Performance to the SALP and either accept the SALP for the next year, or request a LALP. Requesting a LALP requires the recipient to continually make progress toward improving performance. If a district does not meet within the 90 percent threshold or exceed the SALP for one or more performance measure, the district may elect to apply for a LALP for each measure not met. The forms used to apply for the LALP can be found at https://www.azed.gov/cte/Forms.asp. The request will be reviewed by the LALP Hearing Committee which will be made up of the following:

- LEA requests LALP using the form "Request to Negotiate Local Level of Performance" for the appropriate Performance Measure (1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2).
- LALP Hearing Committee approves or disapproves request for negotiated LALP and submits recommendation to State CTE Deputy Associate Superintendent.
  - Secondary LALP Hearing Committee to be made up of the following:
    - ADE representative from Educational Services and Resources as approved by the Associate Superintendent for Educational Services and Resources.
    - Three or more Local CTE Local Directors from non-invested districts. Directors' names will be provided by ACOVA.
    - Two School Administrators from non-invested districts to include Principal/Superintendent. Administrators' names will be provided by JTED Superintendents.
    - Final membership on the committee will be approved by the State CTE Deputy Associate Superintendent.
- State CTE Director sends letter approving or disapproving the Request to Negotiate Local Level of Performance decision.
- The Local Plan "Basic Grant Application" will be amended to include an objective for a specific goal that addresses the negotiated LALP(s).
- LEA submits the status of the negotiated LALP(s) to the CTE Basic Grant Specialist in the mid year and final narrative.
- LEA and CTE monitor Basic Grant goals and documents progress.

In the event the "Request to Negotiate Local Level of Performance" is denied, the district will have the opportunity to appeal the decision to the State CTE Advisory Committee.

Secondary Negotiated State Adjusted Levels of Performance

Performance Measure	09-10	10-11
1S1 Academic-Reading	49.60%	61.40%
1S2 Academic-Math	41.00%	55.00%
2S1 Technical Skill Attainment	66.00%	67.00%
3S1 School Completion	77.00%	78.00%
4S1 Graduation	76.50%	77.00%
5S1 Placement	53.00%	55.00%
6S1 Nontrad Participation	21.50%	22.50%
6S2 Nontrad Completion	11.00%	12.00%

Request to Negotiate Local Level of Performance
1S1 Academic-Reading
2010-2011

Secondary District Information	
C-T-D	
District Name	

Contact Information	
CTE Administrator	
CTE Phone Number	
CTE Email Address	

Request Information/Background	
Requesting Local Level of Performance (LALP) for which Performance Measure:	☐ 1S1 ACADEMIC RDG (SALP 61.4%)
What is your District's current Level for this Performance Measure?	☐ 1S1 _____%
What Local Level are you requesting?	_____%

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

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

Section 6
Monitoring Data Quality

Per Perkins 2006, Section 113 the purpose of State and local accountability is to:

- establish and support State and local performance accountability systems
- assess the effectiveness of the State and eligible recipients of the State in achieving Statewide progress in CTE
- optimize the return of investment of Federal funds in CTE activities

One of the essential components of Performance Measures is accurate and reliable data. Perkins 2006 has numerous references to accurate and reliable data. The responsibility for accurate and reliable data belongs to both the district and the State. Parallel to improving performance is monitoring data. This section will focus on local and State responsibilities to monitor data quality.

Local Strategies to Improve Data Quality

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

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

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

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

ADE CTE Strategies to Improve Data Quality

Three State strategies support important State activities including the verification of accurate local information to use in the local districts' Action Plan. In addition, the strategies aid in the compilation of the Consolidated Annual Report (CAR) to the Office of Vocational and Adult Education (OVAE) that certifies the following:

- Districts have in place accurate and reliable learning assessments to measure technical attainment and
- State performance results are accurate, reliable and timely.

ADE Provides Proactive Technical Assistance

Data trends reveals there are several conditions that signal potential data quality problems. The conditions that identify a district or program candidate as needing proactive technical assistance can include any of the following:

- A previous Data Quality Review with a concentrator reporting error rate greater than 10%
- A previous Data Quality Review with a placement reporting error rate greater than 10%

- New local administrator reporting CTE enrollment and performance results for the first or second time
- Previously inaccurate reporting of Special Populations
- Late reporting or a request for an extension of the reporting deadline and
- Previously inconsistent course and program enrollment reports as evidenced in the Alignment Report

Annually, representatives of the CTE Section visit school district or program candidates with one or more of the conditions mentioned above. CTE staff may include specialists from Development and Innovations, Career Pathways, Federal Programs or Grants and Enrollment depending upon the nature of the assistance needed. Assistance can include any of the following areas:

- Identification of students with two or more credits in the CTE program
- Identification of students who should be reported in one of the designated Special Population categories
- Acceptable assessment and documentation of student learning
- Accurate enrollment reporting using the online reporting system
- Accurate concentrator or placement reporting using the online reporting system or
- Accurate concentrator or placement reporting using a text file or email attachment

ADE Conducts Program Assessment Review (PAR)

Annually, a team of representatives of the CTE Section will select districts participating in Perkins funding and review all documentation related to Perkins funding and reporting. Schools/Districts will be selected on an as-needed basis.

One of the representatives will be the Secondary Accountability Specialist who will review data for programs that:

- Appear to be missing data (reporting graduates only; all students attain technical skills)
- Report only students in a Special Population or reports no students in a Special Population
- Request or receives a program approval exemption because it is missing an essential element of an approved program
- Belong in the sample of programs new to the State CTE Program List or
- Belong in the sample of programs new to local districts

The review process seeks to verify the accuracy of reported information by using a printout of concentrator names, placement names, course and program enrollment information submitted for the current year. The verification investigates the alignment of supporting documentation to the reported information. When there is a misalignment, the data is edited to conform to the local documentation. To this end, the investigation may:

- Request to see individual student records, original placement surveys and transcripts
- Request a copy of course handbooks
- Request a copy of class rosters
- Request a copy of each program's annual evaluation documentation and
- Ask you questions about your data collection and reporting systems

ADE Conducts Data Quality Reviews

A Data Quality Review (DQR) is conducted using the same reasons stated in the PAR for districts that may not be selected to receive a PAR. In both a PAR and DQR, the supporting documentation will be examined for accuracy and validity.

If errors are found in the data quality review, the district corrects the errors to improve the accuracy of the reported information. If a student's transcript does not support the definition of a CTE concentrator, the student's concentrator record will be deleted. If the transcript shows the CTE concentrator belongs in a different program, the record will be moved to the correct program. The district is required to make the corrections per instructions as a result of the Data Quality Review.

If a student's placement survey or transcript documentation does not support the placement data reported, the placement record will be edited to conform to the documentation. The district is required to make the corrections per instructions as a result of the Data Quality Review.

If a Special Population student was inappropriately identified, the student recorded information would be edited to conform to local documentation. The district is required to make the corrections per instructions as a result of the Data Quality Review.

More information about Proactive Technical Assistance, Program Assessment Reviews and/or Data Quality Reviews can be found by contacting the CTE Section Development and Innovations Staff.

Glossary of Perkins IV (2006) Operational Definitions

ARIZONA INSTRUMENT TO MEASURE STANDARDS (AIMS) – Arizona's secondary graduation exam. The calculations of concentrators are based on passing reading, writing and math

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

APPROVED CAREER AND TECHNICAL EDUCATION PROGRAM – Program approval is based upon the combined Performance Measures results for all district programs with the same program CIP code.

In order for a program to be approved it must have the all the essential elements. CTE Programs are eligible for Federal and State funding when all essential elements are in place. The essential elements are listed below:

- Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at https://www.azed.gov/cte/HandbookGuidelines.asp under *The Handbook*, in the "CTE Program Codes and Titles" and "Coherent Sequence and Certification" sections of the SY2010-2011 CTE Handbook.
- Teaches all the State-designated program "standards" (See definition page 57 of this publication)
- Specified on the current CTE Program List. (See page 4 of this publication)
- Taught by an appropriately certified teacher per CTE certification requirements, available in the SY2010-2011 CTE Handbook, *The Handbook*, available at https://www.azed.gov/cte/HandbookGuidelines.asp under *The Handbook*.
- Evaluates program performance annually (see page 35 of this publication) and meets or exceeds established State Performance Measures.
- Offers student work-based participation that involves actual work experience and connects classroom learning to work activities. Additional information is available at https://www.azed.gov/cte/guides/.
- Requires student participation and Career Exploration for grades 7-9.
- Requires a Career and Technical Education Student Organization (CTSO) to be organized for the CTE secondary programmatic area.

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

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

ARTICULATED STUDENT – A student who attends an alternate enrollment scenario is one who attends CTE courses offered at another campus (offsite). A student may begin taking courses in a program at the school of residence and proceed to take additional courses in the same program offsite or take the entire coherent sequence of courses offsite. An offsite campus might be another high school within the same district, Joint Technical Education District (JTED), skill center or college campus. See page 14 for details on articulated scenarios.

CAREER AND TECHNICAL EDUCATION (CTE) – Section 3(5) of Perkins 2006 defines CTE as "organized educational activities" which:

(A) offer a sequence of courses that—

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

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

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

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

CAREER AND TECHNICAL EDUCATION BASIC GRANT – Arizona's name for the local application to receive formula funds from the Carl D. Perkins Career and Technical Education Act of 2006. The local allocation is based on a census data formula. Eligible recipients are annually notified of their allocation and invited to apply by submitting an application. Further information on the application and process is available at https://www.azed.gov/cte/Federalprograms/.

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

CARNEGIE UNIT – One unit of transcripted credit awarded in grades 7-12 for a minimum of 123 clock hours of instruction during the regular school year or 123 clock hours of instruction during summer school.

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

CONCENTRATOR – A secondary student who has transcripted two (2) or more Carnegie Units/credits in a State-designated sequence in an approved Career and Technical Education Career Preparation program. The Carnegie Units/credits must be in a single Career Preparation program as outlined in the SY2010-2011 CTE Handbook. (see "Valid CTE Concentrator Record" page 58)

CONDITIONALLY APPROVED PROGRAM – A program may be conditionally approved for a variety of reasons. The essential elements determine this status. A conditionally approved program is eligible for State and Federal funding. A program will receive a conditionally approved designation from ADE. Several possible factors are listed below:

- District applies for and receives a one year exemption from an essential element requirement. The program will be conditionally approved for one year.
- District fails to meet 90 percent of the State Adjusted Level of Performance (SALP) on any Performance Measure. The district will be placed on an Improvement Plan for up to three years and then the program(s) will become unapproved.
- District is operating on a Local Adjusted Level of Performance (LALP) for any performance measure. The district will be placed be on an Improvement Plan for up to three years and then the program(s) will become unapproved.

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

COUNTY TYPE DISTRICT SCHOOL (CTDS) – County/Type/District/School code. The school number must be accurate to ensure data is correctly credited to your school. Contact the CTE Management Information Services Unit, (602) 542-5486 or (602) 542-5711, for school CTDS information.

COURSE CODE – The 8 digit CIP number associated with CTE courses. The numbers may be found in the CIP Codes and Titles list. In some cases, the 8th digit may be used by the district to designate course sequencing, using 0-9 as the 8th digit.

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

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

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

ENROLLMENT REPORTING – The 40/100-Day Enrollment Reports and Program Enrollment Reports provide essential information affecting program eligibility for Federal and State CTE funds. It is important that districts submit reports and verify the accuracy of the reported information by the deadline dates. These reporting and verification deadline dates are:

SY2010-2011 Enrollment Report Due Dates	
November 12, 2010	40th Day Course Enrollment Reports due to ADE
January 14, 2011	40th Day Course Enrollment Verification Reports due to ADE
March 04, 2011	100th Day Course Enrollment Reports due to ADE
April 15, 2011	100th Day Course Enrollment Verification Reports due to ADE
April 15, 2010	Participant/Concentrator Reports due to ADE
June 3, 2011	Participant/Concentrator Verification Reports due to ADE

ESSENTIAL ELEMENTS – In order to be eligible for State and Federal funding, an approved program must have the following essential elements:

- Delivers a coherent sequence of instruction
- Teaches all the State-designated program standards
- Specified on the current CTE Program List
- Taught by an appropriately certified teacher per CTE certification requirements
- Evaluates program performance annually and meets or exceeds established State Performance Measures

- Offers student work-based participation that involves actual work experience and connects classroom learning to work activities
- Requires student participation and Career Exploration for grades 7-9
- Requires a Career and Technical Education Student Organization (CTSO) to be organized for the CTE secondary programmatic area.

EXEMPTION REQUEST – The formal procedure to request, for one year, an exemption from one or more of the essential program requirements for an approved CTE program. (A copy of the Exemption Request form can be seen on page 61 and at https://www.azed.gov/cte/Forms.asp). Any program requesting an exemption must provide evidence-based information to support the exemption request. Evidence can include, but are not limited to, historical program performance outcomes or additional information showing the missing program requirement has been corrected or resolved.

INACTIVE PROGRAM – A program on the Program Profile Table that is no longer offered or fails to meet the essential elements outlined in the definition of an approved program. The Program Profile Table identifies programs with Inactive Dates that formerly participated in CTE accountability reporting, showing a historical record of school CTE programs.

Inactive Date	Explanation
6/30	District Withdrawn
6/30	ADE Withdrawn

IMPROVEMENT PLAN – Perkins 2006, Section 123(a)(1) requires that an Improvement Plan be written to address any Performance Measures that do not meet at least 90% of the negotiated level of performance for any performance measure or show improvement to a previously negotiated local level of performance. The Improvement Plan is created, submitted to ADE/CTE and implemented using data from the prior school year by August 31 each year.

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

LEAVE (LEFT) SECONDARY EDUCATION – The following leave codes will be used in the calculation of performance measures:

		Leave Code Values
Graduates	=	W7 - Mid Year Graduate S7 - Summer Graduate G - Year End Graduate
Drop Out	=	A - Passed Aims, not enough credits to Graduate C, W13, S13 - Did not pass AIMS but did fulfill Course of Study W2, S2 - Illness W3, S3 - Expelled W4, S4 - Status Unknown W5, S5 – Drop Out W10, S10 - Transferred to Detention W11, S11 - Left school with intention of getting GED W12, S12 - Left school to continue in Vocational school
Not Used in PerfMeas Calculations	=	W1, S1 - Transferred to other school W6, S6 - Aged Out W8, S8 - Deceased W9, S9 - Home Taught E1 – Still Enrolled

Note: Students who reach concentrator status may be entered into the system with the designation "still enrolled," pending a withdrawal code to be assigned in the future. This allows programs to "store" records for students who have attained the status of concentrator prior to the year they leave school (Graduate, Drop out, etc.).

LOCAL ADJUSTED LEVELS OF PERFORMANCE (LALP)–
A level for any Performance Measure which a district has the option to negotiate with ADE CTE if the district chooses not to accept the State Adjusted Level of Performance (SALP). According to Perkins 2006 Section 113(b)(4)(A)(i) Local Adjusted Levels of Performance for Core Indicators of Performance:

> In general—Each eligible recipient shall agree to accept the State adjusted levels of performance established under paragraph (3) as local adjusted levels of performances or negotiate with the State to reach agreement on new local adjusted levels of performance, for each of the core indicators of performance described in subparagraphs (A) and (B) of paragraph (2) for career and technical education activities authorized under this title. The levels of performance established under this subparagraph shall, at a minimum— "(I) be expressed in a percentage or numerical form, consistent with the State levels of performance established under paragraph (3), so as to be objective, quantifiable and measurable; and "(II) require the eligible recipient to continually make progress toward improving the performance of career and technical education students. (see SALP, page 57)

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

LOCAL PROGRAM ASSESSMENT GUIDE (LPAG) – The assessment instruments LEAs might use to evaluate CTE programs. To use this method access The Local Program Assessment Guide https://www.azed.gov/cte/Forms.asp under Local Program Evaluation Tools.

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

NOTIFICATION OF INTENT (NOI) – The CTE Section has developed a *Notification of Intent* form used to notify the CTE Section when districts intend to implement a new CTE program. This form allows CTE to provide technical assistance in implementing a quality program, assign a Birth Date and add the new program to the school's Program Profile Table. The form and instructions for submitting the form by January 1 each year are available at: https://www.azed.gov/cte/Forms.asp. When a district submits an NOI, the approval may be pending meeting certain conditions or circumstances. A Birth Date will be entered into the Program Profile Table. See definition of "Articulated Student" for more detail.

An NOI will only be required when a district plans to:

- Offer a new program or option
- Introduce an existing program that has gone two consecutive years without course enrollment or
- Offer a program that has been previously disapproved

An Active program is moved to the Non-Active list when an inactive date is assigned to the program. For example, when an Active program with good performance is identified as being *replaced* by a new program on an NOI form there are several implications:

- Program replaced is tagged as "Inactive" in April of the current year and it moves to the Non-Active list on the Program Profile Table
- District may submit concentrators who leave school in the current year
- District does not identify any offerings in inactive program CIP code in the BG application due in October the next fiscal year
- Placements may be reported for the previous year's concentrators
- District does not report enrollment for inactive program's CIP code in the next school year

If an active program fails to provide the essential elements annually, the program and its funding will be declared inactive by CTE. The program moves to the Non-Active list on the Program Profile Table. No further reporting is expected or accepted from that program.

In the event there is a question regarding the Program Profile Table, please email your question to Jet Wilson at jet.wilson@azed.gov or call her at 602-542-2968.

NEW

NOTIFICATION OF PARTICIPATION (NOP) – Beginning January 1, 2011, a school district planning to participate in an approved or conditionally approved JTED Central program must submit a one-time Notification of Participation (NOP), listing each approved or conditionally approved JTED Central program and each high school planning to participate in the approved or conditionally approved JTED Central program. The NOP does not expire, an additional NOP will only need to be submitted, if a new participating high school is added to the district or a new JTED Central program is offered.

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

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

PERFORMANCE MEASURES – Set of measures based on Core Indicators identified in the Federal Perkins law and approved by SBE, to measure student outcomes.

PLACEMENT – A follow-up survey that is conducted on all high school CTE graduates that left school by June 30, 2010. CTE concentrators are surveyed for placement status between October 1, 2010 and December 31, 2010. CTE concentrator records are updated with placement information to the CTE Online System.

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

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

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

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

PROGRAM EVALUATION – The systemic review of the worth or merit of a program.

- Rubric for Exemplary Programs available at https://www.azed.gov/cte/Forms.asp under Local Program Evaluation Tools, *"Exemplary Program Evaluation Rubric"*
- *Program Assessment Review*, https://www.azed.gov/cte/PerkinsAcct/PAR.pdf
- *Local Program Assessment Guide,* available at https://www.azed.gov/cte/Forms.asp under Local Program Evaluation Tools

PROGRAM PROFILE TABLE – The Program Profile Table is an important tool that identifies active programs at each high school currently participating in CTE accountability reporting. Active programs are those expected to participate by reporting enrollment, concentrators and placements. Active programs have a birth date assigned and will always be included in any Performance Measures reports. Refer to page 17 for a more complete description.

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

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

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

The Program Profile Table is available at https://www.azed.gov/PerfMeasures/splash.asp.
Select the Program Profile option under the Administrative section.

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

Ethnic Categories:

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

Racial Categories:

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

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

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

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

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

SPECIAL POPULATIONS – In order to provide specific Federal data as required by the Consolidated Annual Report (CAR), eligible categories of students who are participating in Career and Technical Education (CTE) must be reported as Special Populations students. All students in these categories who participate in CTE must be reported. Students should be reported in categories based on documentation in the student's permanent record and/or using the district's student demographic database, such as SAIS. A student may be reported in only one Special Populations category. Report using the category most applicable to the student from this list of eligible groups.

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

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

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

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

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

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

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

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

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

Nontraditional – A student enrolled in a Career and Technical Education program that has been identified as a nontraditional program for his or her gender. See attached list of nontraditional programs on page 12.

A CTE concentrator who is identified as migrant in the State-operated Migrant Education Program will be flagged as migrant for Federal reporting requirements, in addition to any other special population category.

Migrant – Students of families who migrate to find work in the agricultural and fishing industries.

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

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

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

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

TECH PREP – An educational program of study that combines at least two (2) years of a secondary Approved CTE Program, two years of postsecondary career education and contextual academic education at each level in a non-duplicative sequential course of study. An approved Tech Prep program of study will include documentation of articulation between secondary and postsecondary education agencies supervised by the Director of the approved local Consortium.

UNAPPROVED PROGRAM – Unapproved programs are not eligible for Federal or State funding. A CTE program(s) may be unapproved for a variety of reasons:

- The district fails to submit valid CTE concentrators and/or Concentrator Verification Reports by the June 23rd deadline or fails to submit Placements and/or Placement Verification Reports by the April 15th deadline
- The district fails to submit accurate Course Enrollment Verification reports or Participant, Concentrator and Placement Verification reports.
- The district is still missing one of the essential elements after the one year exemption has been granted
- The district does not conduct an annual program evaluation, implement an Accountability Plan or submit the results to ADE at the established deadline
- The district does not meet SALP or LALP and fails to implement an Improvement Plan, fails to make any improvement in meeting levels of performance or fails to meet 90 percent of the SALP or LALP for three consecutive years
- The program fails to produce CTE concentrators for three consecutive years or a placement for four consecutive years.

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

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

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

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

VALID CTE CONCENTRATOR RECORD – A program CTE concentrator record that provides all of the required information and is supported by acceptable local documentation. Only valid Federal CTE concentrator records apply toward Performance Measures and placement funding. A valid record is submitted for those students who have completed 2 or more Carnegie Units in a Career Preparation sequence. A Career Preparation sequence of courses may not include courses designated with a .99 or .00 course number. These courses may not be included when determining which courses will be used for reporting concentrators. Only those concentrator records with a valid leave code (see page 13) will be used in calculating number of concentrators and in performance measures.

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

VALID PLACEMENT SURVEY – A placement survey record that provides all of the required information and is supported by acceptable local documentation. Only valid surveys will apply toward Performance Measures and placement funding.

Appendix
Notification of Intent (NOI)

NOTIFICATION OF INTENT FOR COMPREHENSIVE HIGH SCHOOLS RECEIVING PERKINS AND STATE PRIORITY FUNDS
TO IMPLEMENT A NEW CAREER AND TECHNICAL EDUCATION PROGRAM—SCHOOL YEAR 2009-2010

Program Information

Contact Person: _____ Email: _____ Phone: _____
School: _____ District: _____ CTDS: _____ Date: _____
Address: _____ City: _____ Zip: _____ Program Physical Location: _____
New Program Name: _____ CIP: _____ Option(s) Programs with Options must specify which option(s) will be taught (i.e. A, B, C, D): ___
Will this program replace an existing program? ☐ *Yes* ☐ *No* Non-Active Program Name: _____ Non-Active Program CIP: _____
Is this a JTED program? ☐ *Yes* ☐ *No* *If yes, the JTED Superintendent also will need to submit a "JTED Application for Course Approval"*
New Option for Existing Program? ☐ *Yes* ☐ *No* Program Name: _____ CIP: _____ New Option(s) (i.e. A, B, C, D): ___

Check the appropriate boxes, indicating the following items will be developed/integrated into the program for 2009-2010 School Year:

- ☐ Community assessment; data indicating opportunities for students for employment or continued training/education in this program.
- ☐ Administrators, Parents, Community and local Business and Industry are involved in the development and maintenance of this program.
- ☐ Sufficient enrollment, staff, equipment and facilities will be in place to implement this program. Required reports and data will be submitted.
- ☐ Program Standards are actively utilized in the coherent sequence of courses with including integration of Academic Standards.
- ☐ Students will be engaged in work-based learning experiences and/or activities.
- ☐ CTSO will be integrated (check the appropriate box): ☐ *DECA* ☐ *FBLA* ☐ *FCCLA* ☐ *FEA* ☐ *FFA* ☐ *HOSA* ☐ *SkillsUSA*

Planned Course Sequence

Courses listed below must deliver the entire set of state-designated program competencies:

Intended Grade Level	Course CIP per Handbook	Local Course Title	Implementation Date	Projected Enrollment	Physical location where course is taught (high school campus, com. college, etc)	Teacher Name	Appropriate VTE/ CTE Certification
Career Exploration (7-9)							☐ *Yes* ☐ *No*
Career Preparation (9)							☐ *Yes* ☐ *No*
Career Preparation (10)							☐ *Yes* ☐ *No*
Career Preparation (11)							☐ *Yes* ☐ *No*
Career Preparation (12)							☐ *Yes* ☐ *No*

Signature

Teacher / Department Chair: _____ Date: _____ School Principal: _____ Date: _____

Local CTE Director: _____ Date: _____ District Superintendent: _____ Date: _____

Please Submit One Form For Each New Program and Option at Each Site – No Later Than January 1, 2009 – Fax: 602-542-5334
***Please submit by deadline. If the school is unable to offer the program during the '09-'10 school year, please withdraw the NOI in the fall of 2009.**

NEW

NOTIFICATION OF PARTICIPATION

TO PARTICIPATE IN CAREER AND TECHNICAL EDUCATION APPROVED OR CONDITIONALLY APPROVED JTED **CENTRAL** PROGRAMS

District/JTED Information

District: _____ CTD Number: _____ Date : _____

Address: _____ City: _____ Zip: _____

Contact Person: _____ Email: _____ Phone: _____

Joint Technological Education District: _____ CTD Number: _____

Address: _____ City: _____ Zip: _____

Contact Person: _____ Email: _____ Phone: _____

Beginning January 1, 2011, a school district planning to participate in an approved or conditionally approved JTED Central program must submit a one-time **Notification of Participation** (NOP), listing each approved or conditionally approved JTED Central program and each high school planning to participate in the approved or conditionally approved JTED Central program. An additional **NOP will only need to be submitted, if a new participating high school is added to the district or a new JTED Central program is offered. The district will be responsible for reporting course enrollment, participation, and ensuring that end of program assessments are administered to the articulated students.

JTED Central Program Information

List below the approved JTED Central Program and Participating District School Information:

JTED Central Program CIP Code/Program Name	Site name where JTED central program is taught	Site address where JTED central program is taught	Participating High Schools in JTED Central Program CTDS	Participating School Physical Address
			School 1:	
			School 2:	
			School 3:	
			School 4:	
			School 5:	
			School 6:	
			School 1:	
			School 2:	
			School 3:	
			School 4:	
			School 5:	
			School 6:	

Signatures

Local CTE Director:_____ Date: _____ District Superintendent:_____ Date: _____

JTED CTE Program Director:_____ Date: _____ JTED District Superintendent:_____ Date: _____

Please submit one form listing all high school CTE programs that are participating in a jted central program

***Please submit by deadline. – No later than January 1, 2011 – fax: 602-542-5334**

The district (school of residence) will be responsible for reporting course enrollment, participants, concentrators, placements and ensuring that end of program assessments are administered to the articulated students.

THE NOTIFICATION OF PARTICIPATION DOES NOT EXPIRE. PLEASE SUBMIT A NEW NOTIFICATION OF PARTICIPATION WHEN A NEW SCHOOL WILL BE PARTICIPATING OR A NEW APPROVED JTED PROGRAM WIL BE OFFERED

CTE EXEMPTION REQUEST FY 10

Program Information

Contact Person: _____ Phone: _____ Date: _____

School: _____ District: _____ CTDS: _____

Program Name: _____ CIP: _____

Has this program ever received an exemption? ☐ *Yes* In: ☐ *FY05* ☐ *FY 06* ☐ *FY 07* ☐ *FY 08* ☐ *FY 09* ☐ *No*

Evidence to Support Request

Please identify, by checking the appropriate boxes, the exemption(s) requested for this program:

(May check more than one)	Evidence to Consider	Data Source
☐ Coherent Sequence		☐ Alignment Report
☐ Low Performance		☐ 1S1 Reading Standards met or exceeded on AIMS ☐ 1S2 Math Standards met or exceeded on AIMS ☐ 2S1 Technical Skill Proficiency ☐ 3S1 Diploma or GED ☐ 4S1 Graduation ☐ 5S1 Placement ☐ 6S1 Non-Traditional Participant ☐ 6S2 Non-Traditional Completion
☐ Teacher Certification		☐ Certificate Copy
☐ Notification of Intent		☐ NOI Form ☐ Correspondence to/from (Name) _____
☐ Other		☐ See Attached