



2018 Joint Technical Education District (JTED) Report

Pursuant to Arizona Revised Statutes (ARS) §15-393.01(C)

Submitted by the Arizona Department of Education
Career & Technical Education Section

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Arizona Department of Education

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Scope of the Report

Under the provisions of the Arizona Revised Statutes (ARS) §15-393.01(C), the Arizona Department of Education, Career & Technical Education (ADE-CTE) section is required to collect and analyze information submitted by each Joint Technical Education District (JTED) and make this information available to select individuals and groups as specified below. The enclosed information is based on the data which is available during the previous school year (FY2016-2017).

ARS §15-393.01(C)- On or before December 31 of each year, the Career and Technical Education division of the Department of Education shall submit a Joint Technical Education District annual report to the Governor, the President of the Senate, the Speaker of the House of Representatives, the Secretary of State and the Joint Legislative Budget Committee. The annual report shall include the following:

- 1) The average daily membership of each joint district, including the average daily membership of each centralized campus, satellite campus and leased centralized campus as defined in section §15-393.
- 2) The actual student count of each joint district, including the student count of each centralized campus, satellite campus and leased centralized campus as defined in section §15-393.
- 3) The programs and corresponding courses offered by each joint district, including the location of each program and course.
- 4) For each joint district based on program or course location:
 - a) The student enrollment of each program and corresponding course.
 - b) The percentage of students who enrolled in the second year of each program and corresponding course relative to the number of students in the same cohort who enrolled in the first year of each program and corresponding course.
 - c) The percentage of students who completed each program relative to the number of students in the same cohort who began the program.
- 5) The costs associated with each program offered by the joint district.
- 6) A listing of any programs or courses that were discontinued by review of the Career and Technical Education division pursuant to section §15-393, subsection V.

- 7) A listing of any programs or courses that were continued by review of the Career and Technical Education division pursuant to section §15-393, subsection V.
- 8) A listing of any programs or courses that were added by the Career and Technical Education division.
- 9) Any other data or information deemed necessary by the Department of Education.

The enclosed information is intended to be summative in nature and provide an overview of the processes and data collection methods used for each component required by statute. **Supplemental documents are listed at the conclusion of each section of the report (indicated by an *) and are available for review on the enclosed digital file.**

- * [List of Joint Technical Education Districts in Arizona](#) (includes listing of member school districts)

Section One:

Section one of the report addresses the following required elements pursuant to ARS §15-393.01(C):

- 1) The average daily membership of each joint district, including the average daily membership of each centralized campus, satellite campus and leased centralized campus as defined in Section §15-393.**
- 2) The actual student count of each joint district, including the student count of each centralized campus, satellite campus and leased centralized campus as defined in Section §15-393.**
- 5) The costs associated with each program offered by the joint district.**

The ADE-CTE annual JTED Report utilizes data gathered from the previous school year for analysis (currently the 2016-2017 school year). Due to recent revisions to ARS §15-393.01(C) governing the JTED Report, costs are now reported from all funding sources, rather than simply JTED funding. The cost reporting spreadsheet utilized for this report was reviewed in conjunction with the Arizona Office of the Auditor General (AOAG) and revised to efficiently gather the additional data. The spreadsheet was then vetted by the AOAG so that school districts could provide feedback, followed by the creation of a webinar which provides training on the new form(s).

In addition to this modification, the AOAG designated the Program 300 codes in the Chart of Accounts listed in the Uniform System of Financial Records for Arizona School Districts (USFR) to track expenditures related to designated career and technical education programs across all funding sources. During 2016-2017, local use of these program codes was voluntary, with a mandatory transition by July 1, 2017. Regardless of the voluntary use of the new codes this year, all entities were required to track and report expenditures for career and technical education programs encompassing all funding sources.

JTED member districts typically receive state and federal grants, as well as, other local funding (such as local tax levy revenues, State Aid, State Vocational Block Grant funding, Carl D. Perkins funding, tax credit contributions, gifts of equipment/supplies and other secondary sources). It is important to note that, apart from the East Valley Institute of Technology (EVIT), JTED member districts do not typically apply for federal Carl D. Perkins grant funds. Historically, teacher salaries and benefits have been the strongest indicator of total program costs. The ADE-CTE will continue to work with the AOAG should any modifications become necessary to gather appropriate program cost information for future reports.

The statute also requires that the ADE-CTE provide the Average Daily Membership (ADM) and actual student count of CTE students for each joint district including the central campus, leased central campus and satellite locations. This information was solicited through the completion of spreadsheets by each JTED following

consultation with their member districts. The ADM for 10th, 11th and 12th grade CTE students was requested, along with the actual student count of the 9th - 12th grade students attending CTE programs. Although 9th grade students do not generate JTED ADM, they were included in the student count this year due to the expansion of the cost reporting spreadsheet to include all funding sources.

For further information please see:

- * Link to AAGO Cost Reporting Guidance Webinars - <https://www.azauditor.gov/reports-publications/school-districts/webinars>
- * [2016-2017 Cost Reporting Summaries by JTED](#)
- * [2016-2017 ADM/Student Count by Location](#)

Section Two:

Section two of the report addresses the following required elements pursuant to ARS §15-393.01(C):

- 3) The programs and corresponding courses offered by each joint district, including the location of each program and course.**
- 4) For each joint district based on program or course location:**
 - a) The student enrollment of each program and corresponding course.**
 - b) The percentage of students who enrolled in the second year of each program and corresponding course relative to the number of students in the same cohort who enrolled in the first year of each program and corresponding course.**
 - c) The percentage of students who completed each program relative to the number of students in the same cohort who began the program.**

ADE-CTE has traditionally gathered student enrollment data through the satellite districts every year by means of the CTE Data Portal application (available through ADE Connect). This data includes enrollment in all the programs and corresponding courses being offered to students throughout the state. District students attending programs at locations other than their local high school are also specifically identified. Student enrollment in internship and cooperative education courses is included to document programs that provide a work-based learning component, but are not eligible for JTED funding. The data illustrates student enrollment at the school of attendance (for the CTE program they are participating in) and programs not eligible for JTED funding are excluded from the report.

One challenge to data gathering this year is that the CTE Data Portal allows districts to enter "shared courses" into the system. A shared course is an entry level course that is the same for two separate programs. For example, Plant Systems and Animal System have sometimes had a shared first course. Students enrolling in a shared course will subsequently move onto the second course in one of the two programs. For those districts using shared courses, the ADE-CTE manually changed this data and redistributed the enrollment to the appropriate programs for the benefit of this report. Beginning with the 2018-2019 school year, shared courses will be technically eliminated, with each course having a distinct course number in the data system. This should enhance the quality of the data reports and eliminate the need for manual changes to the data.

A new segment of the annual JTED report requires information related to the enrollment of students in CTE programs and their subsequent completion rate. A new spreadsheet was developed and sent to the JTED's to gather data since the ADE-CTE does not have the appropriate data to follow specific student cohorts. The

spreadsheet developed this year focused on creating a clear cohort of students, while also accommodating the various scheduling formats utilized across all JTED and member district sites. Thought was also given to ensuring no duplication in the student counts from one year to the next to maintain data accuracy. Feedback was provided to the ADE-CTE throughout the data gathering process. One of the most frequent comments received from districts that students may not elect to take courses in consecutive school years, but at different times throughout their high school career. Because this years reporting requirement utilized a cohort measure, those students who chose to skip years between program courses will not be present in the data. All feedback will be reviewed and appropriate changes made to enhance the quality of future reports.

For further information please see:

- * [2016-2017 Student Enrollment in Programs-Courses by Location](#)
- * [2017-2017 Course Enrollment/Completion Data by Program](#)

Section Three:

Section three of the report addresses the following required element pursuant to ARS §15-393.01(C):

6) A listing of any programs or courses that were discontinued by review of the Career and Technical Education division pursuant to section §15-393, subsection V.

Criteria for course approval were revised with SB1525 which became law in February, 2016 as amended ARS §15-393.01(C). Per SB1525 Chapter 4, Section 6, the ADE shall immediately start reviewing the compliance and eligibility of all JTED programs and courses currently in effect with the new requirements set forth in this act. Beginning March 2, 2016 eight meetings were held collaboratively between the JTED Superintendents and the ADE-CTE to discuss the implementation of SB1525 and determine career & technical education program eligibility for JTED funding. Additionally, the ADE-CTE held meetings internally to develop processes to review the 73 CTE programs for JTED eligibility and provide supporting evidence and documentation for the program and course requirements (see Meeting Schedule for SB1525 Compliance below).

From the original review of programs that meet JTED eligibility in 2016, no new programs have been reviewed for the criteria. The list of eligible programs has not been changed in the 2017 calendar year. The ADE-CTE continues to conduct program monitoring for all eligible programs throughout the state to meet the December 2018 deadline. The monitoring rotation schedule has been updated to allow for on-boarding and training of new staff ensuring consistent implementation of program monitoring guidelines and statutes prior to conducting on-site monitoring for every JTED program.

For further information please see:

- * [Meeting Schedule for SB1525 Compliance](#)

Section Four:

Section four of the report addresses the following required element pursuant to ARS §15-393.01(C):

7) A listing of any programs or courses that were continued by review of the Career and Technical Education division pursuant to section §15-393, subsection V.

Using the methodology described in Section Three, a total of 58 CTE programs meet the compliance criteria of a JTED program as described in the revised statute. One program was put on hold and currently has no enrollment (as noted at the Joint Legislative Budget Committee meeting on 9/21/16).

All approved CTE programs require a coherent sequence of courses consisting of a minimum of two Carnegie Units of instruction. JTED Superintendents are required to submit to the ADE-CTE an annual Statement of Assurance, affirming that programs approved for JTED funding are delivering (at a minimum) the required sequence of courses and implementing the programmatic requirements with fidelity. The ADE-CTE Program Specialists monitor the JTED programs at the central and member district levels on a structured rotation to ensure compliance.

For further information please see:

- * [2016-2017 CTE Program List for JTED Eligibility](#)
- * [2016-2017 JTED Statement of Assurance Form](#)
- * [2016-2017 JTED Statement of Assurance Instructions](#)

Section Five:

Section five of the report addresses the following required element pursuant to ARS §15-393.01(C):

8) A listing of any programs or courses that were added by the Career and Technical Education division.

The CTE Program List, that provides options for approved CTE programs, is compiled every two years based on a formula using Arizona Labor Market Information through the Office of Economic Opportunity. The formula focuses on high skill, high wage and high demand occupations in Arizona within the educational span that begins with job training and ends with the associate degree levels. Considering the occupational diversity across Arizona, there are some occupations that are critical to the local economy of a community, while not having a significant presence in other communities. These occupations do not currently appear on the CTE Program List (due to the geographic nature of the jobs), but do provide sound occupational opportunities for the members of the community.

Beginning in 2013, ADE-CTE developed a process that enables school districts who are members of a JTED to offer programs that are vital to the local community, but do not appear on the CTE Program List for approved programs. The JTED, based on local labor market need, can submit a "Proposed Occupational Program" request that outlines how the program will meet the required components of an approved CTE/JTED program, to ADE-CTE for review and approval (see Proposed Occupational Program Request Form and Proposed Local Occupational CTE Program Log below).

For further information please see:

- * [Proposed Local Occupational Program Request Form](#)
- * [Proposed Local Occupational Program Request Instructions](#)
- * [2016-2017 Local Occupational Program List](#)