



## **2019 Career & Technical Education District (CTED) 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

## 2019 Career & Technical Education District (CTED) Report

### 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) unit is required to collect and analyze information submitted by each Career & Technical Education District (CTED) and make this information available to select individuals and groups as specified below. Please note: The title of this report has been changed due to a modification of the naming convention for CTEDs, which were formerly called Joint Technical Education Districts or JTEDs. The reference to JTEDs still exists on many of the enclosed forms as they occurred during this transition. The enclosed information is based on data available during the previous school year (SY2017-2018).

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 Career & 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) For applicable school districts, the required maintenance of effort and how monies were used to supplement and not supplant base year career and technical education courses, including expenditures related to personnel, equipment and facilities.
- 10) 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.***

- \* [2017-2018 List of Career & Technical Education Districts in Arizona](#) (includes 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 CTED Report utilizes data gathered from the previous school year for analysis (currently the 2017-2018 school year). Expenditures in support of career and technical education programs are reported from all funding sources rather than simply CTED funding. The cost reporting spreadsheet utilized for this report was reviewed in conjunction with the Arizona Office of the Auditor General (AOAG) to efficiently gather all required data. The Program 300 codes in the Chart of Accounts listed in the Uniform System of Financial Records for Arizona School Districts (USFR) has been identified for use in tracking local expenditures related to career and technical education programs. During the 2017-2018 school year, use of these program codes to track expenditures shifted from voluntary to mandatory for the first time.

CTED 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), CTED 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, followed by the equipment/supplies utilized to implement career and technical education programs. 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 CTED including the central campus, leased central campus and satellite locations. This information was solicited through the completion of spreadsheets by each CTED in consultation with their member districts. The ADM for 10<sup>th</sup> - 12<sup>th</sup> grade CTE students was requested, along with the actual student count of the 9<sup>th</sup> - 12<sup>th</sup> grade students attending CTE programs. Although 9<sup>th</sup> grade students do not generate CTED ADM, they were included in the student count since the cost reporting spreadsheet includes all funding sources. Their inclusion in the actual student counts gives a broader picture of student participation in career and technical education programs across the state.

For further information please see:

- \* Link to AAGO Cost Reporting Guidance Webinars-  
<https://www.azauditor.gov/reports-publications/school-districts/webinars>
- \* 2017-2018 Cost Reporting Summaries by CTED
  - o [All locations zip file](#)
  - o Individual location files:
 

<a href="#">CAVIAT</a>	<a href="#">CAVIT</a>	<a href="#">CTD</a>	<a href="#">CVIT</a>
<a href="#">EVIT</a>	<a href="#">GIFT</a>	<a href="#">MICTED</a>	<a href="#">NATIVE</a>
<a href="#">NAVIT</a>	<a href="#">PIMA JTED</a>	<a href="#">STEDY</a>	<a href="#">VACTE</a>
<a href="#">WAVE</a>	<a href="#">WEST-MEC</a>		
- \* 2017-2018 ADM-Student Count by Location
  - o [All locations zip file](#)
  - o Individual location files:
 

<a href="#">CAVIAT</a>	<a href="#">CAVIT</a>	<a href="#">CTD</a>	<a href="#">CVIT</a>
<a href="#">EVIT</a>	<a href="#">GIFT</a>	<a href="#">MICTED</a>	<a href="#">NATIVE</a>
<a href="#">NAVIT</a>	<a href="#">PIMA JTED</a>	<a href="#">STEDY</a>	<a href="#">VACTE</a>
<a href="#">WAVE</a>	<a href="#">WEST-MEC</a>		

## 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, cooperative education and diversified cooperative education courses are included to document programs that provide a work-based learning component but are not eligible for CTED funding.

One historical challenge to data gathering on student enrollment is the fact that districts have been allowed to enter “shared courses” into the application. 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 the 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 eliminated, with each course having a distinct course number in the data system. This should enhance the quality of the data reports and remove the need for manual changes to the data.

A relatively new segment of the annual CTED report requires information on the enrollment of students in CTE programs and their subsequent completion rate. Data was first gathered during the 2016-2017 school year by means of a spreadsheet submitted by each CTED. The ADE-CTE maintains enrollment data in the aggregate rather than tracking enrollment patterns at the student level. The spreadsheet focused on creating a clear cohort of students, while also accommodating the various scheduling formats utilized across all CTED and member district sites. Feedback regarding this method was provided to the ADE-CTE throughout the data gathering process. One of the most frequent comments illustrated the fact that students may not elect to take courses in consecutive school years, but at different times throughout their high school career. Because the original reporting requirement utilized a consecutive year cohort measure, those students who chose to skip years between program courses would be omitted from the data.

Based on this experience, the ADE-CTE chose to elect a different cohort model for reporting the 2017-2018 school year data. The challenge remained to create a clear enough cohort definition for all participants to provide accurate and complete data for the annual report. As a result, the switch was made to focus on the career and technical education enrollment and completion patterns of 2017-2018 graduating seniors. This cohort model provides a more comprehensive picture of the success of students throughout their high school years in completing CTE programs.

For further information please see:

\* 2017-2018 Student Enrollment in Programs-Courses by Location

o [All locations zip file](#)

o Individual location files:

[CAVIAT](#)

[EVIT](#)

[NAVIT](#)

[WAVE](#)

[CAVIT](#)

[GIFT](#)

[PIMA JTED](#)

[WEST-MEC](#)

[CTD](#)

[MICTED](#)

[STEDY](#)

[CVIT](#)

[NATIVE](#)

[VACTE](#)

\* 2017-2018 Course Enrollment/Completion Data by Program

o [All locations zip file](#)

o Individual location files:

[CAVIAT](#)

[EVIT](#)

[NAVIT](#)

[WAVE](#)

[CAVIT](#)

[GIFT](#)

[PIMA JTED](#)

[WEST-MEC](#)

[CTD](#)

[MICTED](#)

[STEDY](#)

[CVIT](#)

[NATIVE](#)

[VACTE](#)

### **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.**

The criteria utilized for course approval was revised with the introduction of SB1525, which became law in February 2016 as amended ARS §15-393.01(C). ADE immediately began reviewing the compliance and eligibility of all CTED programs/courses currently in effect based on the new requirements set forth in this act. In March 2016, eight meetings were held collaboratively between the CTED Superintendents and the ADE-CTE to discuss the implementation of ARS §15-393.01(C) to determine career and technical education program eligibility for CTED funding. The ADE-CTE held meetings internally to develop processes to review the 73 CTE programs for CTED eligibility and provide supporting documentation for the program and course requirements.

From the original review of programs that meet CTED eligibility in 2016, no new programs have been reviewed for compliance with the new criteria. The list of eligible programs did not change during the 2017-2018 school year. The ADE-CTE continued to conduct program monitoring for all eligible programs throughout the state to meet the December 2018 deadline as required by law. The monitoring rotation schedule has been updated to allow for on-boarding and training of new staff (ensuring consistent implementation of program monitoring guidelines) prior to conducting on-site monitoring for every CTED 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 CTED eligible program as described in statute. One program has been placed on hold due to lack of enrollment as noted at the Joint Legislative Budget Committee meeting held on September 21, 2016.

All approved CTE programs require a coherent sequence of courses incorporating a minimum of two Carnegie Units of instruction. CTED Superintendents are required to submit to the ADE-CTE an annual Statement of Assurance affirming that CTED eligible programs include (at a minimum) the required sequence of courses and are implemented with programmatic fidelity. The ADE-CTE Program Specialists monitor the CTED programs at central and member district levels in a structured rotation to ensure compliance to the law. Please note: the documents included in this section were still utilizing the previous JTED naming convention during the 2017-2018 school year.

For further information please see:

- \* [2017-2018 CTE Program List- JTED Eligibility](#)
- \* [2017-2018 JTED Statement of Assurance Form](#)
- \* [2017-2018 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 provides options for approved CTE programs and 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 level. 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 primary CTE Program List (due to the geographic nature of the jobs) but do provide sound occupational opportunities for the members of the community. In 2013, the ADE-CTE developed a process that enables school districts who are members of a CTED to offer programs that are vital to the local community, but do not appear on the approved CTE Program List. Based on local labor market data, a CTED can submit a "Proposed Occupational Program" request that outlines how the program will meet the required components of an approved CTE/CTED program. The ADE-CTE reviews and provides approval of all local occupational programs that meet these requirements. Note: A listing of the approved CTE Program List for 2017-2018 is provided in section 7) of this report.

For further information please see:

- \* [Proposed Local Occupational Program Request Form](#)
- \* [Proposed Local Occupational Program Request Instructions](#)
- \* [2017-2018 Local Occupational Program List](#)

## Section Six:

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

### 9) For applicable school districts, the required maintenance of effort and how monies were used to supplement and not supplant base year career and technical education courses, including expenditures related to personnel, equipment and facilities.

A new section to the CTED Annual Report was introduced this year which includes data illustrating that applicable districts show maintenance of effort with regards to their CTED funding. Districts must also show that funds were used to supplement rather than supplant the amount of used during the "base year" for career and technical education courses. The report specifically requires the inclusion of common expenditure types for career and technical education courses, which covers staffing, equipment and facilities.

The applicable districts must include a copy of the "Work Sheet for Determining the Appearance of Supplanting with JTED Monies" form when submitting their Annual Financial Report (AFR) to the ADE each year. The AFR is submitted to the ADE School Finance for their review. A request was made to the ADE School Finance to provide a summary document of the data provided by applicable districts for FY2017-2018. The enclosed spreadsheet is a summary of all the data provided to the ADE, arranged by CTED.

For further information please see:

- \* [2017-2018 Supplement Not Supplant Data Spreadsheet](#)