



2021 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 Unit

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Arizona Department of Education

2021 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. The enclosed information is based on data available during the previous school year (SY2019-2020).

ARS §15-393.01(C) - On or before December 31st 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 career technical education 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 career technical education 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 career technical education district, including the location of each program and course.
- 4) For each career technical education 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 career technical education 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 ADE-CTE website at the links listed below each section. A link to the complete report is located at <https://www.azed.gov/cte/cted>.***

- * [2019-2020 List of Career & Technical Education Districts in Arizona \(includes member school districts\) - https://www.azed.gov/sites/default/files/2021/04/19-20-CTED-2019-2020-List-of-CTE-Districts-in-AZ.pdf](https://www.azed.gov/sites/default/files/2021/04/19-20-CTED-2019-2020-List-of-CTE-Districts-in-AZ.pdf)

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 career technical education 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 career technical education 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 career technical education district.**

The ADE-CTE annual CTED Report utilizes data gathered from the previous school year for analysis (currently the 2019-2020 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) have been identified for use in tracking local expenditures related to career and technical education programs. This reflects the second year these program codes have been mandatory for use in tracking expenditures.

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 10th - 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 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 AOAG Cost Reporting Guidance Webinars – <https://www.azauditor.gov/reports-publications/school-districts/webinars>
- * 2019-2020 Cost Reporting Summaries by CTED – <https://www.azed.gov/cte/2019-2020-cted-report-2019-2020-cost-reporting-summaries-cted>
- * 2019-2020 ADM-Student Count by Location – <https://www.azed.gov/cte/19-20-cted-report-2019-2020-adm-student-count-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 career technical education district, including the location of each program and course.**
- 4) For each career technical education 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 on the ADE website - <https://www.azed.gov/cte> through ADEConnect - <https://home.azed.gov/Portal/>). 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.

A relatively new segment of the annual CTED report requires information on the enrollment of students in CTE programs and their subsequent completion rate. For the last two years, ADE-CTE has chosen to focus on the career and technical education enrollment and completion patterns of graduating seniors. This cohort model has shown to provide a more comprehensive picture of the success of students throughout their high school years. Students elect to take CTE courses as their schedules permit, resulting in some students completing programs across nonconsecutive school years.

For further information please see:

- * 2019-2020 Student Enrollment in Programs-Courses by Location - <https://www.azed.gov/cte/2019-2020-cted-report%C2%A0%C2%A02019-2020-student-enrollment-programs-courses-location>
- * 2019-2020 Course Enrollment/Completion Data by Program - <https://www.azed.gov/cte/2019-2020-cted-report-2019-2020-course-enrollmentcompletion-data-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.

The list of eligible programs did not change for the 2019-2020 school year compared to the previous year. Several CTE approved Programs were discontinued and began a phase out period during the 2019-2020 school year. Several courses were removed from the list for CTE approved programs that are being phased out over several years.

For further information on the courses that were removed for the 2019-2020 school year from programs that are to be discontinued through a phasing out process for Approved CTE programs please see:

- * Discontinued Courses 2019-2020 – <https://www.azed.gov/sites/default/files/2021/04/19-20-CTED-Discontinued-Courses-2019-2020.pdf>

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.

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. In Fall 2018 the Statement of Assurance was incorporated into the CTE Data Portal as a required component for each CTED as an affirmation to the Statement of Assurances and continues to be a part of the CTE Data Portal process.

For further information please see:

- * 2019-2020 CTE Program List - CTED Eligibility – <https://www.azed.gov/sites/default/files/2021/04/19-20-CTED-CTE-Program-List-CTED-Eligibility.pdf>
- * 2019-2020 CTED Statement of Assurance CTE Data Portal Snapshot - <https://www.azed.gov/sites/default/files/2021/04/19-20-CTED-Statement-of-Assurance.pdf>

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. 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 Local 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.

New Local Occupational Programs added during the 2019-2020 school year were:

12.0409.00 Aesthetics

16.1601.00 American Sign Language

For further information please see:

- * 2019-2020 CTE Program List – <https://www.azed.gov/sites/default/files/2021/04/19-20-CTED-2019-2020-CTE-Program-List.pdf>
- * 2019-2020 CTE Proposed Local Occupational Program Request Form - <https://www.azed.gov/sites/default/files/2021/04/19-20-CTED-CTE-Proposed-LOP-Request-Form.pdf>
- * 2019-2020 CTE Local Occupational Program List – <https://www.azed.gov/sites/default/files/2021/04/19-20-CTED-Local-Occupational-Program-List.pdf>

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 last year and 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 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 CTED Monies" form when submitting their Annual Financial Report (AFR) to the ADE School Finance each year. A request was made to the ADE School Finance to provide a summary document of the data provided by all

the applicable districts for FY2019-2020. The enclosed spreadsheet is a summary of all the data provided to the ADE for this period of time, arranged by the CTED.

For further information please see:

- * 2019-2020 Supplement Not Supplant Data Spreadsheet - <https://www.azed.gov/sites/default/files/2021/04/19-20-CTED-FY2020-Supplanting-Funds-Report.xlsx>

Addendum:

Beginning with the 2020 Annual CTED Report, a summary table of report data is being provided at the request of the Joint Legislative Budget Committee.

- * 2019-2020 Summary of Annual CTED Report Data – <https://www.azed.gov/sites/default/files/2021/04/19-20-CTED-Summary-Annual-CTED-Report-Data.xlsx>