



STATE OF ARIZONA  
DEPARTMENT OF EDUCATION

# CAREER AND TECHNICAL EDUCATION DATA & ACCOUNTABILITY GUIDE

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## CONTENTS

Introduction .....	4
Section 1 – Data .....	5
Coherent Sequence.....	5
Local Occupational Programs .....	5
Articulated vs Non-Articulated Courses.....	5
Inactive Programs .....	6
Coherent Sequence Data Dependencies .....	6
Student Level Enrollment .....	6
Recording Credit .....	7
Local Course Titles .....	7
Teacher Certification .....	8
AzEDS Interface – Verification ONLY.....	8
Participants/Concentrators Programs and Credits .....	8
Industry Recognized Credentials .....	8
Enrollment-based CTE State Priority Grant Funding allocation .....	9
Enrollment Data Dependencies .....	9
Participants/Concentrators .....	9
Definition of CTE participant.....	10
Definition of CTE concentrator .....	10
Perkins V Performance Measures.....	10
Student Demographics and AZEDS leave codes .....	12
Placement Survey .....	12
Participant/Concentrator Credits .....	12
Funding Eligibility – Concentrators/Placements .....	13
Participant/Concentrator Data Dependencies .....	13
Placement Survey .....	13
3S1 Placement Performance Measure .....	14
Related Placement Funding.....	14
Placement Data Dependencies .....	14
Industry Credentials.....	14
5S1 Industry Recognized Credential Performance Measure .....	15
Participant/Concentrators and Credentials .....	15
Local Occupational Programs (LOP) and Credentials.....	15

A-F Accountability .....	15
Arizona Industry Credential Incentive Program .....	16
Credential Data Dependencies .....	16
CTE State Priority Grant Funding .....	17
Enrollment-based funding .....	17
Related Placement-based Funding .....	18
Grants Management System (GME) .....	18
Section 2 – Accountability .....	19
Perkins Performance Measures .....	19
1S1 Graduation Rate .....	20
2S1 Reading/Language Arts Proficiency; 2S2 Mathematics Proficiency; 2S3 Science Proficiency .....	21
3S1 Placement .....	23
4S1 Nontraditional .....	24
5S1 Industry Recognized Credential .....	25
5S4 Technical Skills Assessment .....	26
State Determined Level of Performance (All Measures) .....	27
Understanding Leave Codes in AzEDS .....	28
Accountability/Performance Measures Reports .....	29
Section 3 – Performance Improvement Plans .....	31
Creating and Implementing an Improvement Plan .....	31
Creating and Implementing a Directed Improvement Plan .....	31
Section 4 – CTE Data Portal Procedures .....	33
Accessing the CTE Data Portal .....	33
Adding, Modifying, or Removing a District or School .....	33
Receiving CTE Information and Communications .....	34
Adding or Removing Programs at the School Level .....	34
Submitting Exemption Requests .....	36
Section 5 – GLOSSARY .....	37
Appendix A: Perkins Performance Measure Calculation Rules .....	42

## INTRODUCTION

All schools that receive assistance from the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) must report CTE data to the Arizona Department of Education (ADE) on an annual basis. Most of the data provided by Districts is processed through the ADE's CTE Data Portal web application. The CTE Data Portal includes functions for a school's coherent sequence, CTE student enrollment, CTE participant and CTE concentrator tracking, Placement Survey processing, Industry Credential tracking, CTE State Priority Grant allocation calculations, and Perkins V Performance Measures calculations. Much of the data provided in the CTE Data Portal is intertwined and is dependent on other data being provided.

Section 1 – Data illustrates how the data that districts provide to ADE is used, how data is related and intertwined, and the importance of submitting quality data. Section 1 will also cover, for each data element collected through the CTE Data Portal, quality indicators, data submissions standards, and best practices for submitting data.

Section 2 – Accountability covers how local CTE performance is measured through 8 core indicators/performance measures. The 8 performance measures, which are required by the Perkins V Act, are outlined in section 2, including the target performance level for each measure, by year (called the State Determined Level of Performance). Section 2 also includes the data sources that are used to calculate the 8 performance measures.

Section 3 – Improvement Plans covers local performance improvement plans. Improvement plans are required for any local sub-recipient that does not attain at least 90% of the State Determined Level of Performance for any of the 8 measures. Improvement plans are submitted and maintained within the local sub-recipient's Perkins grant application.

Section 4 – CTE Data Portal Procedures will cover any policies and procedures related to the CTE Data Portal or CTE Accountability. This section is not intended to be a step-by-step user guide for the CTE Data Portal. The CTE Data Portal user manual can be found online at [www.azed.gov/cte/cte-data-portal-information](http://www.azed.gov/cte/cte-data-portal-information).

Section 5 – Glossary contains key CTE related terminology.

***CTE Vision:*** *Develop Arizona's competitive workforce through the power of Career and Technical Education.*

***CTE Mission:*** *Career and Technical Education will engage Arizona learners in relevant experiences leading to purposeful and economically viable careers.*

## SECTION 1 – DATA

Each section below will include what data elements, or CTE Data Portal functions, are dependent on each other and what each data element or CTE Data Portal function supports. It is critical that Districts provide accurate data through the CTE Data Portal.

### COHERENT SEQUENCE

The Coherent Sequence is a list of CTE courses that a school offers or plans to offer. Schools have the opportunity annually to update their coherent sequence if new CTE programs are offered or if some programs are discontinued at the school. For each program that is added to a school's coherent sequence, some courses are required, and optional courses are available. A school must add the required courses to their coherent sequence if a CTE program is selected. For any course, the school must also indicate if the course will be taught at the school itself (non-articulated course) or if it will be taught elsewhere (articulated course).

The coherent sequence lists CTE programs and courses as they appear in the State Course Catalog, the Statewide CTE coherent sequence, and on the approved programs list for the selected fiscal year. Districts and schools may opt to title their CTE courses differently, but the coherent sequence must remain consistent with the actual approved CTE program and course titles. The CTE Program and Course numbers (CIP codes) are federally regulated and districts must use the program and course numbers that appear on the coherent sequence.

A program and course must exist on a school's coherent sequence in order for the school to record CTE student enrollment in that program and course. When recording enrollment, the program, course, and location where the course is taught (non-articulated or articulated) must match the coherent sequence for the enrollment record to process successfully. A program/course may exist on the coherent sequence in multiple locations (non-articulated and articulated).

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### LOCAL OCCUPATIONAL PROGRAMS

If a district/school has been approved to offer a specific local occupational program (LOP), the approved LOP may be added to the school's coherent sequence. Only approved schools may add LOPs – the CTE Data Portal will prevent unauthorized schools from selecting an LOP on the coherent sequence. LOPs that have been approved for a Career and Technical Education district (CTED) are typically also approved for each of the CTED's member districts, although some exclusions may apply. Please refer to the Local Occupational Program approved program list on the CTE website to see authorized entities for each LOP.

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### ARTICULATED VS NON-ARTICULATED COURSES

Courses on the coherent sequence for a school must be designated as Non-Articulated or Articulated. Non-articulated courses are those courses that are taught at the school of residence (the school for which the coherent sequence exists and that is responsible for maintaining the student's transcript). Articulated courses are those courses that are taught somewhere other than the student's school of residence. This may include another school within or outside of the District, at a Community College, or at a Career and Technical Education district. Schools report their own student's enrollment at any location (non-articulated or articulated)<sup>1</sup>.

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<sup>1</sup> The East Valley Institute of Technology (EVIT) records their own enrollment data. EVIT satellite districts do not record enrollment for EVIT Central Campus (articulated) courses.

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## INACTIVE PROGRAMS

Any CTE program without enrollment for two consecutive years is considered inactive and is automatically removed from a school's coherent sequence (the CTE Data Portal moves the course to an "Inactive" section on the Coherent Sequence page). If schools resume offering the inactive course, they must re-add the course to their coherent sequence.

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## COHERENT SEQUENCE DATA DEPENDENCIES

Coherent Sequence is DEPENDENT on:	Coherent Sequence SUPPORTS:
Approved LOP applications (if applicable)	Fall and Spring CTE Student Enrollment

## STUDENT LEVEL ENROLLMENT

Districts provide student level enrollment for all CTE courses in both Fall and Spring terms. Enrollment is captured on specific dates during the school year:

Term	Data Collection Date
Fall semester (Term 1)	October 15
Spring semester (Term 2)	February 15

CTE does not fund summer enrollment and summer enrollment is not captured in the CTE Data Portal. Student level enrollment records must be provided on an annual basis and are disaggregated/broken down by CTE program, CTE course, Term (fall/spring), class period, local course title, and course educator/teacher.

The CTE Data Portal interfaces with the ADE AzEDS (Arizona Education Data Standards) system to verify student enrollment (by school of residence) and to populate student demographic information, including grade level and any special populations. The CTE Data Portal does not interface with AzEDS to populate enrollment data – all enrollment data must be provided by the districts directly into the CTE Data Portal.

A program/course and articulated location (if applicable) must exist on the coherent sequence in order to record enrollment data in that program/course and articulated location (if applicable). For example, if Graphic Design – Graphic Design I exists as a non-articulated course on a school's coherent sequence, that school could record student enrollment in Graphic Design I only at the school of residence. If the school attempted to record student enrollment at an articulated location (including at a CTED campus), the CTE Data Portal would reject the record and the student enrollment would not be processed. However, if Graphic Design I existed on the coherent sequence with an articulated location specified (such as a CTED campus), and the school attempted to record Graphic Design I student enrollment at the specified articulated location, the record would be accepted. A program/course may exist on the coherent sequence in multiple locations (non-articulated and articulated). The CTE Data Portal uses the school of residence CTDS number to verify student enrollment.

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## RECORDING CREDIT

Any credits earned by students in CTE courses must be recorded with the student level enrollment data. A value should be recorded even if the student did not earn credit (i.e. did not pass the course) – the school should record a “0” for the credit earned. Credits are aggregated for each student by program and course and across terms. When recording data, schools should pay close attention to how the credit was earned by the student. If a student earns credit in a course that spans one school year, earning 0.5 credits in each term (Fall and Spring), the CTE student enrollment data should reflect this and the school would record 0.5 credit in each term, resulting in 1 credit awarded at the conclusion of the school year. If a student earns credit in a course that spans only one semester (such as in a block course), the CTE student enrollment data should reflect this, and the school would record 1 credit earned in 1 term. In the case where a student earns 0.5 credits in the same course in 2 different class periods of the day in the same term, the data should be recorded as earning 0.5 credits in each course within the same term (2 separate enrollment records in the same term differentiated by class period). The system will aggregate credits by program and course, so the student will still receive 1 credit at the conclusion of the term.

Please note that all credit must be provided with the student’s CTE enrollment data and credits cannot be modified anywhere else in the CTE Data Portal or after the Enrollment modification window closes (see Data Portal schedule/timeline for modification window timeframe).

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## LOCAL COURSE TITLES

The CTE Data Portal recognizes only approved CTE program and course names and approved CTE program and course numbers as they appear in the State Course Catalog, the statewide coherent sequence of courses, and on the CTE approved programs list for any given fiscal year/school year. Districts/schools may opt to title their CTE courses differently, but enrollment data must still align to the approved CTE programs and courses. Local Course Title can be used to distinguish separate classes of the same CTE course; however, local course title is not used in data aggregation or analysis; only the approved CTE programs and courses are used to aggregate data.

One common method for naming CTE classes at the local district level is to specify the level/term/semester in the course title. For example, the approved CTE course “Graphic Design I” may be titled “Graphic Design 1-2” at the local District level with the student taking “Graphic Design 1” in the Fall term and “Graphic Design 2” in the Spring term, earning 0.5 credits in each resulting in 1 credit received at the conclusion of the school year. Even though the Spring term class is titled “Graphic Design 2”, the student has completed only the approved CTE course “Graphic Design I” and has received only the 1 credit. The local district may title the approved CTE course “Graphic Design II” as “Graphic Design 3-4”. Upon completing “Graphic Design 3-4” at the local District level, a CTE student would have completed the approved CTE course “Graphic Design II”, which is how the course enrollment would be recorded in the CTE Data Portal.

Districts may opt to use different local course titles for the same CTE course as long as the course is taught to CTE program standards. The local course title, in this case, could be used to distinguish different classes of the same approved CTE course, even if they are taught in the same class period. For example, the approved CTE course “Software and App Design I” may be titled at the local District level as two different classes: “Software Development 1-2” and “Survey of Coding 1-2”. Both “Software Development 1-2” and “Survey of Coding 1-2” are the same approved CTE course (“Software and App Design I”) and the “Software and App Design I” standards must be taught, but the District may go beyond the standards to differentiate the instruction received in either course. When recording enrollment in either “Software Development 1-2” or “Survey of Coding 1-2” in the CTE Data Portal, the District must ensure that they are recorded as the approved CTE course “Software and App Design I” with the distinction made using the Local Course Title.

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## TEACHER CERTIFICATION

Teachers must be properly certified to teach CTE courses. The appropriate CTE certification for each program can be found on the Program Standards documentation (see CTE website). The CTE Data Portal interfaces with the ADE Certification databases to verify a teacher's certification for each course for which they are recorded as teacher. The CTE Data Portal uses the teacher's ADE issued seven-digit Educator ID Number (EIN) to verify their certification. A teacher may still be recorded as teacher for a CTE course if they are not certified, but the course will not be eligible to generate CTE State Priority grant funding unless an exemption request is submitted and approved. Districts should not allow improperly certified teachers to teach CTE courses.

Teachers have until May 1<sup>st</sup> of each fiscal year to receive proper certification and/or endorsement to teach CTE courses. If a teacher begins the school year improperly certified, they have until that date to receive the proper certification. If the teacher is not properly certified as of that date, the class will not be considered for CTE State Priority grant funding unless an exemption request is submitted and approved. Internships can be taught by a teacher with any CTE certification (does not have to be for the specific CTE program). Cooperative Education courses can be taught by a teacher with an appropriate CTE certification (for the specific CTE program) and the teacher must have a Cooperative Education endorsement (CEN). Diversified cooperative education can be taught by any CTE certified teacher (does not have to be for the specific CTE program) and the teacher must have a Cooperative Education endorsement (CEN).

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## AZEDS INTERFACE – VERIFICATION ONLY

The CTE Data Portal interfaces with the AzEDS (Arizona Education Data Standards) system to verify student enrollment (by CTDS at the school of residence) and to populate the student's name, grade level, gender, race/ethnicity, any special populations, cohort year, and end-of-year exit code/"leave code". Special populations include Special Needs, Economically Disadvantaged students, English Learners, Homeless Individuals, Individuals in Foster Care, students with a parent in Active Military duty, and Migrant students. Special populations data are used by the ADE to identify equity gaps and to comply with federally mandated year-end reporting.

The CTE Data Portal does not interface with the AzEDS system to populate enrollment data. All enrollment data is manually provided by Districts through the CTE Data Portal.

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## PARTICIPANTS/CONCENTRATORS PROGRAMS AND CREDITS

The CTE Data Portal uses credits provided with the student enrollment data to identify CTE participants and CTE concentrators. A CTE participant is a student who has completed at least one CTE course worth at least one credit each in the reporting year. A CTE concentrator is a student who has completed at least two CTE courses worth at least one credit each. A student's is counted as a participant only for the year(s) in which they meet the definition of CTE participant, however, their record is retained until the student graduates or otherwise leaves school. A student's CTE concentrator status remains with the student until they graduate or otherwise leave school; once a student is a concentrator in a CTE program, they remain a concentrator in that program and are included in concentrator counts/reporting. The CTE Data Portal aggregates student's credits directly from the Enrollment records at each school to verify if the student meets the definition of CTE participant or CTE concentrator. Student may gain more than 1 credit in a single CTE course, but until they complete two or more CTE courses in a single CTE program, they will not be considered a CTE concentrator.

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## INDUSTRY RECOGNIZED CREDENTIALS

A student must have an enrollment record in a CTE program and course to be eligible to have an approved industry-recognized credential recorded. The recorded credential must be an approved credential for the program in which the



student is enrolled and must be recorded for the same school year. Credentials recorded in the CTE Data Portal will not be used for the Governor’s Industry Credential Incentive Program until four consecutive years of data is collected – please ensure that credentials are input into the CTE Data Portal annually.

**ENROLLMENT-BASED CTE STATE PRIORITY GRANT FUNDING ALLOCATION**

CTE Student enrollment data is used to calculate 75% of a district’s CTE State Priority grant allocation. Enrollment data from any fiscal year is used to calculate the enrollment-based portion of the grant allocation for the next fiscal year’s grant. For example, enrollment data from school year 2019-2020 is used to calculate the final grant allocation for the FY 2021 (SY 2020-2021) grant allocation. Teachers must be properly certified for a class to be eligible to generate funding. Improperly certified teachers will result in the class not being eligible to generate funding.

Please see the [CTE State Priority Grant section](#) for more details.

**ENROLLMENT DATA DEPENDENCIES**

Enrollment Records are <b>DEPENDENT</b> on:	Enrollment Records <b>SUPPORT</b> :
Programs/Courses/Location on Coherent Sequence	CTE State Priority grant funding
	Enrollment counts reporting by special population
	Participant/Concentrators programs <u>and</u> credits
	Student’s industry-recognized credentials

**PARTICIPANTS/CONCENTRATORS**

CTE participants and CTE concentrators are tracked year-by-year in the CTE Data Portal until the student either graduates or leaves school. Participants and concentrators are used in calculating the state’s, a district’s, or school’s performance measures as required by Perkins V. The CTE Data Portal will also display technical skills assessment results and any credential data for each student/program, if applicable. Participant/Concentrator records are created when a student earns credit in a CTE program and are retained until the student graduates or otherwise leaves school. The record consists of the student’s information and the number of credit’s they earned, by year, in a CTE program. Each CTE program a student earns credit in would create a separate Participant/Concentrator record. Each fiscal year’s Participant/Concentrator records consist of the prior year’s records where the student is still enrolled, and any new records created (by the system) because a student earned credit in a CTE program in the reporting year.

Participant/Concentrator records show five years (current reporting year + four prior years) of data plus any intro course credits.

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#### DEFINITION OF CTE PARTICIPANT

A CTE participant is a student that has completed at least one CTE course worth at least one credit in an approved CTE program in the reporting year.

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#### DEFINITION OF CTE CONCENTRATOR

A CTE concentrator is a student that has completed at least two CTE courses worth at least one credit each in an approved CTE program. Internships, Cooperative Education, and Diversified Cooperative Education courses are not used in identifying CTE concentrators.

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#### PERKINS V PERFORMANCE MEASURES

There are eight Perkins V Performance Measures that are calculated using participant/concentrator data. Students are deduplicated when calculating performance measures, meaning that each student is only counted one time, regardless of the number of CTE programs in which they are a participant or concentrator. See Section 2 – Accountability for more detailed information, including how each measure is calculated.

Measure	Calculation	Data Source
1S1 Graduation Rate	Number of CTE concentrators that graduate with their cohort divided by the number of concentrators in the cohort.	CTE concentrators in the reporting year cohort
2S1 Reading Proficiency	Number of CTE concentrators that met or exceeded the State Reading Assessment divided by the number of concentrators that took the same assessment	CTE concentrators in the reporting year cohort
2S2 Math Proficiency	Number of CTE concentrators that met or exceeded the State Mathematics Assessment divided by the number of concentrators that took the same assessment	CTE concentrators in the reporting year cohort
2S2 Science Proficiency	Number of CTE concentrators that met or exceeded the State Science Assessment divided by the number of concentrators that took the same assessment	CTE concentrators in the reporting year cohort
3S1 Placement	Number of CTE concentrators in an eligible placement in the second quarter after leaving high school divided by the number of concentrators that left high school in the reporting year	CTE concentrators in previous reporting year; placement survey
4S1 Nontraditional Enrollment	Number of nontraditional CTE concentrators in a nontraditional program divided by the total number of concentrators in nontraditional programs	CTE concentrators in the reporting year

5S1 Industry Credentials	Number of CTE concentrator graduates that earned an industry recognized credential divided by the total number of concentrator graduates that attempted to earn an industry recognized credential	CTE concentrators in reporting year; credentials data
5S4 Technical Skills Assessment	Number of CTE concentrator graduates that passed the technical skills assessment for their program divided by the number of concentrator graduates that took the technical skills assessment for their program	CTE concentrators in reporting year, technical skills assessment data

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## STUDENT DEMOGRAPHICS AND AZEDS LEAVE CODES

The CTE Data Portal interfaces with the AzEDS (Arizona Education Data Standards) system to populate the student’s “leave code” at the end of the fiscal year. Leave codes may be posted at any point during the school year up to the AzEDS reporting cutoff and are refreshed daily in the CTE Data Portal. Leave codes are also referred to as “Exit Codes” in AzEDS.

- Students who have graduated will have received a leave code (in AzEDS) of ‘G’, ‘W7’, or ‘S7’, depending on when they graduated. Only concentrators with these leave codes are used in the calculation of the performance measures where “graduated” is specified. Districts should ensure that students receive a graduate leave codes for only one school – the school from which the student received their diploma. All other schools for a student should be coded with the proper exit code.
- Students who have an AzEDS leave code of A – Attendees; G/S7/W7 – Graduated; S4/W4 – Status Unknown; S5/W5 – Dropout; S6/W6 – Aged Out (22+); or S11/W11 – Left for GED are considered having “left secondary education” where that is specified.
- Measure 4S1 Nontraditional Enrollment considers any concentrator enrolled in a nontraditional CTE program in the reporting year, regardless of AzEDS leave code.

The CTE Data Portal interfaces with the AzEDS (Arizona Education Data Standards) system to populate the student’s name, grade level, gender, race/ethnicity, and any special populations. Special populations include Special Needs, Economically Disadvantaged students, English Learners, Homeless Individuals, Individuals in Foster Care, students with a parent in Active Military duty, and Migrant students. Special populations data are used by ADE to identify equity gaps and to comply with federally mandated year-end reporting. Cohort year is also populated from AzEDS and is used in several performance measures. The CTE Data Portal refreshes AzEDS-derived data on a nightly basis, including leave codes.

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## PLACEMENT SURVEY

Concentrators with an AzEDS Leave Code of A – Attendees; G/S7/W7 – Graduated; S4/W4 – Status Unknown; S5/W5 – Dropout; S6/W6 – Aged Out (22+); or S11/W11 – Left for GED are populated (eligible) to the School’s placement survey list. Schools conduct placement surveys on these concentrators; a student is considered placed if they are enrolled in postsecondary education or advanced training, are in the military, are a volunteer in the Peace Corps or in a National Service Program that receives assistance through Title I of the National and Community Service Act of 1990, or are employed in the second quarter after leaving high school (secondary education). Placement surveys are conducted manually outside of the CTE Data Portal, but survey results must be input into the system by schools each year. The placement survey results (number of placements) is used in calculating performance measure 3S1 Placement. The placement survey results are also used in calculating 25% of the CTE State Priority grant funding allocation – schools receive funding for each placement that is related to the student’s CTE program.

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## PARTICIPANT/CONCENTRATOR CREDITS

The CTE Data Portal aggregates student’s credits directly from the Enrollment records at each school to verify if the student meets the definition of CTE participant or CTE concentrator. Student may gain more than 1 credit in a single CTE course, but until they complete two or more CTE courses in a single CTE program, they will not be considered a CTE concentrator. Credits are displayed by CTE program and by the year in which the credit was earned. A student’s Participant/Concentrator record may also display credits earned in an “Intro Program”. Intro programs, discontinued in 2018, allowed students to receive credit in a “shared” intro course before concentrating in a specific CTE program. Intro credits cannot be edited and the CTE Data Portal will display any intro credits earned in a qualifying CTE intro program for each CTE program the student has continued in.

Schools may edit or add credits directly on the Participant/Concentrator record for any year prior to school year 2019-2020 as long as the program they wish to edit/add existed on the school’s coherent sequence in the year they wish to edit/add.

The CTE Data Portal will display a student’s credits in any program at any school at which they are enrolled in the reporting year, even if the student did not earn credits in the displayed program at the selected school. This is to account for student transfers between schools in between school years or between terms and to allow students to retain their concentrator status after transferring schools if they have not continued in their concentration program at their new school.

**FUNDING ELIGIBILITY – CONCENTRATORS/PLACEMENTS**

To be eligible for CTE State Priority grant funding, a CTE program must have at least one concentrator by the program’s third year of existence at a school. If the program’s start date (year) is within the last three years, no concentrators are required. By a program’s fourth year of existence, it must have at least one concentrator and at least one placement (indicated by school’s placement survey). An exemption request may be submitted to waive these requirements, but only one exemption request may be submitted per District per program in a rolling five-year period.

If a program goes inactive (no enrollment for two consecutive years), the three-year grace period for concentrators and four-year grace period for placement starts over.

**PARTICIPANT/CONCENTRATOR DATA DEPENDENCIES**

Participants/Concentrators are DEPENDENT on:	Participants/Concentrators SUPPORT:
CTE Student Enrollment data	CTE State Priority grant funding
	Federal Performance Measures
	Placement Survey

**PLACEMENT SURVEY**

The CTE Data Portal creates a list of students eligible for post-secondary placement using a school’s Participant/Concentrators data from the immediate prior school year. Concentrators with an AzEDS Leave Code of A – Attendees; G/S7/W7 – Graduated; S4/W4 – Status Unknown; S5/W5 – Dropout; S6/W6 – Aged Out (22+); or S11/W11 – Left for GED are populated to the School’s placement survey list. Schools conduct placement surveys on these concentrators; a student is considered placed if they are enrolled in postsecondary education or advanced training, are in the military, are a volunteer in the Peace Corps or in a National Service Program that receives assistance through Title I of the National and Community Service Act of 1990, or are employed in the second quarter after leaving high school (secondary education). Placement surveys are conducted manually outside of the CTE Data Portal, but survey results are input into the system by schools each year. The placement survey results (number of placements) is used in calculating performance measure 3S1 Placement. The placement survey results are also used in calculating 25% of the CTE State Priority grant funding allocation – schools receive funding for each placement that is related to the student’s CTE program.

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### 3S1 PLACEMENT PERFORMANCE MEASURE

Performance Measure 3S1 Placement is a Perkins-required core indicator of performance for CTE schools. The performance measure is calculated as the number of concentrators that left secondary education in the prior year and are placed into one of the eligible placement categories in the second quarter after leaving high school divided by the number of concentrators that left secondary education in the prior year. The term “second quarter” after exiting high school means that the student must be “placed” in the second quarter of the year after they leave school; for instance, if a student leaves school in May (2<sup>nd</sup> quarter of the year), their placement would be recorded for their activities in the 4<sup>th</sup> quarter of the year (October 1 through December 31).

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### RELATED PLACEMENT FUNDING

CTE Student placement data is used to calculate 25% of a district’s CTE State Priority grant allocation. Placement data from the fiscal year prior to the current reporting year is used to calculate the placement-based portion of the grant allocation for the next upcoming fiscal year’s grant. For example, placement data from school year 2019-2020 is used to calculate the final grant allocation for the FY 2022 (SY2021 - 2022) grant allocation. This is to account for the lag in collecting placement survey information from students and from Districts. Since eligible placement must be collected in the second quarter after exiting secondary education, placement data is not considered final in time to prepare the reporting year’s or the immediately following fiscal year’s grant allocation. All placement data is currently self-reported by Districts using placement surveys to concentrators who have left school including if the placement is related to the concentrator’s CTE program from high school. All related placements within a district are used to calculate funding, however, students may only generate funding for one related placement (i.e. if a student has related placement in more than one program at the District, they will generate funding for only one related placement).

Please see the CTE State Priority Grant section for more details.

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### PLACEMENT DATA DEPENDENCIES

Placement Surveys are DEPENDENT on:	Placement Survey SUPPORTS:
CTE Concentrators data	CTE State Priority grant funding
	Federal Performance Measures

### INDUSTRY CREDENTIALS

Students with enrollment records in the reporting year are also eligible to have an approved industry-recognized credential, license, or certificate recorded in the CTE Data Portal. Credentials may be entered into the CTE Data Portal at any time during the Enrollment reporting window. Districts may record any approved credential for students enrolled in CTE programs – the CTE Data Portal will limit the selection of credentials to the approved list for any specified program. Students do not need to a concentrator in order to have a credential recorded. A credential may only be recorded one time per student, but a student can earn more than one (different) credentials for any single CTE program.

Perkins V and A.R.S. §15-391(4)(l) requires that all approved CTE programs lead to an industry recognized credential if available, but students are not required to test for or earn a third-party industry recognized credential.

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## 5S1 INDUSTRY RECOGNIZED CREDENTIAL PERFORMANCE MEASURE

Performance Measure 5S1 Industry Recognized Credential is a Perkins-required core indicator of performance for CTE schools. Industry credentials earned by CTE students are used in calculating the measure. The measure is calculated as the number of CTE concentrators who graduated from high school during the reporting year and earned an industry recognized credential divided by the number of CTE concentrators who graduated from high school during the reporting year and attempted to earn an industry recognized credential. The credential attempt does not need to be in the reporting year; any concentrator credential attempt is included in this measure once the student graduates from high school. Only concentrator credential data is considered in the calculation of this measure. Students are considered “graduated” if they finish the school year with an AzEDS leave code of ‘G’, ‘S7’, or ‘W7’. It is important that districts record all credential attempts, both successful and unsuccessful, for their CTE students so that this measure is accurate.

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## PARTICIPANT/CONCENTRATORS AND CREDENTIALS

The CTE Data Portal will display, for reference only, any credential data associated with a student and program on that student’s Participant/Concentrator record, if applicable. Credential data may also be viewed individually on the Credentials menu in the CTE Data Portal.

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## LOCAL OCCUPATIONAL PROGRAMS (LOP) AND CREDENTIALS

Local Occupational Programs (LOP) must also lead to an industry recognized credential. LOP credentials are included in the 5S1 Industry Recognized Credentials performance measure for schools/districts authorized to offer each LOP. LOPs that are approved for Career and Technical Education Districts (CTED) and their satellite campuses are recorded by the student’s school of residence/satellite campus and are not recorded by the CTED<sup>2</sup>.

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## A-F ACCOUNTABILITY

The College and Career Readiness Index (CCRI; School A-F) generates .5 up to 1.0/2.0 points, for students who obtain an industry-recognized credential. A list of credentials approved for A-F Accountability and instructions on requesting credentials be added to the approved list are available on the [CTE Industry Credentials website](#).

Each school/district will need to self-report the CCRI points earned. To assist LEAs in this process, a CCRI Self-Report Spreadsheet has been created and can be downloaded through ADEConnect during the A-F Self Reporting window. Schools serving grades 9-12 will be able to download and complete the spreadsheet in order to calculate the number of points earned toward the CCRI portion of their letter grade. Instructions for completing the spreadsheet are available on the first worksheet tab (titled “Instructions”) within the excel document. To access the spreadsheet, logon to ADEConnect and select “A-F Self Reporting Data” under the menu. If you do not see “A-F Self Reporting Data,” you will need to request permission from your entity administrator. Select CCRI to download the CCRI Self-Report Spreadsheet and submit your CCRI data.

ADE Career and Technical Education does not manage the CCRI data submission process; please contact ADE Accountability ([Achieve@azed.gov](mailto:Achieve@azed.gov) or <https://www.azed.gov/accountability-research/state-accountability>) for any questions or concerns with the CCRI data submission process or School A-F Accountability.

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<sup>2</sup> The East Valley Institute of Technology (EVIT) records their own credential data. EVIT satellite districts do not report credential data for EVIT courses.

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ARIZONA INDUSTRY CREDENTIAL INCENTIVE PROGRAM

The Arizona Industry Credential Incentive Program (established by A.R.S. §15-249.15) awards up to \$1000 for each high school graduate that has earned an industry credential in a high-demand industry (identified through cooperation with the Arizona Commerce Authority and the Arizona Office of Economic Opportunity). Students must be considered concentrators in a CTE program to be considered eligible for funding (for their concentrator program credential). If the student earns more than one qualifying credential (nonduplicative) through their attendance at more than one entity, the funds will be prorated equally for each credential earned; a student may not generate more than \$1000 in incentive funding. Secondary entities with Arizona Department of Education approved career & technical education programs should report only students earning a credential for a course they directly administer. Career and Technical Education Districts and secondary charter schools will report their own credential data for this funding opportunity. More information and policies for this funding opportunity can be found on the CTE website and within the Industry Credential Incentive Program application for funding.

Incentive funding must be used in one or more of the following five permitted areas:

- For instructional and professional development costs for career & technical education teachers to become certifying professionals for an approved certificate, credential, or license
- To offset student’s costs of acquiring a certification, credential, or license
- For developmental costs related to creating, expanding, or improving an approved site of a certificate, credential, or license for a career & technical education program or course
- For instructional hardware, software, or supplies required for acquiring a certification, credential, or license
- For career exploration (any grade) and awareness activities for parents, students, and the community for the approved career & technical education sectors

Use of funds is restricted to the five areas above and must be related to the approved, in-demand industry sectors.

Data collection for this program is conducted outside of the CTE Data Portal. Credentials must be submitted through the appropriate process to be considered for this program. However, this process will eventually be automated within the CTE Data Portal once four consecutive years of credential data is collected within the Portal. All entities with approved CTE programs should ensure that their credential data is also input into the CTE Data Portal (beginning FY 2020). Students may earn credentials at any point in high school but will not generate funding until they graduate (and are considered a concentrator in an approved program). The program must be on the approved list *when the student began their CTE program* which may not necessarily align to the approved list when the student graduates.

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CREDENTIAL DATA DEPENDENCIES

Industry Credentials are DEPENDENT on:	Participants/Concentrators SUPPORT:
Student Enrollment Data	Federal Performance Measures
	AZ Credential Incentive Program (future years)
	A-F Accountability (not through CTE Data Portal)



## CTE STATE PRIORITY GRANT FUNDING

Data submitted through the CTE Data Portal is used to calculate grant allocations for the CTE State Priority grant. Seventy-five percent (75%) of a district's allocation is based on prior year enrollment data and the remaining twenty-five percent (25%) is based on second prior year Related Placement data.

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### ENROLLMENT-BASED FUNDING

Enrollment based funding is generated for each CTE course offered by a school in the reporting year. Courses must be eligible to generate funding. There are three requirements: teacher certification, program concentrators, and program placements. If any of the requirements are not met for a particular course, that course will not generate enrollment-based funding unless an exemption request is submitted and accepted. Exemption requests may only be submitted once in a rolling five-year period for each situation requiring an exemption (per District). If a program goes inactive (no enrollment for two consecutive years), the three-year grace period for concentrators and four-year grace period for placement starts over.

#### TEACHER CERTIFICATION

Teachers must be properly certified to teach CTE courses. The appropriate CTE certification for each program can be found on the Program Standards documentation (see CTE website). The CTE Data Portal interfaces with the ADE Certification databases to verify a teacher's certification for each course for which they are recorded as teacher. The CTE Data Portal uses the teacher's ADE issued seven-digit Educator ID Number (EIN) to verify their certification. A teacher may still be recorded as teacher for a CTE course if they are not certified, but the course will not be eligible to generate CTE State Priority grant funding unless an exemption request is submitted and approved. Districts should not allow improperly certified teachers to teach CTE courses.

Teachers have until May 1<sup>st</sup> of each fiscal year to receive proper certification to teach CTE courses. If a teacher begins the school year improperly certified, they have until that date to receive the proper certification. If the teacher is not properly certified as of that date, the class will not be considered for CTE State Priority grant funding unless an exemption request is submitted. Internships can be taught by a teacher with any CTE certification (does not have to be for the CTE program). Cooperative Education courses can be taught by a teacher with an appropriate CTE certification (for the CTE program) and the teacher must have a Cooperative Education endorsement (CEN). Diversified cooperative education can be taught by any CTE certified teacher (does not have to be for the CTE program) and the teacher must have a Cooperative Education endorsement (CEN).

#### PROGRAM CONCENTRATORS AND PLACEMENTS

To be eligible for CTE State Priority grant funding, a CTE program must have at least one concentrator by the program's third year of existence at a school. If the program's start date (year) is within the last three years, no concentrators are required. By a program's fourth year of existence, it must have at least one concentrator and at least one placement (indicated by school's placement survey).

#### PROGRAM WEIGHTING AND RANKING

Each CTE program is ranked based on industry demand for the related occupations in cooperation with the Arizona Commerce Authority and the Arizona Office of Economic Opportunity. Program rank is used in determining the programs weight. Programs that are weighed more will generate more funding than programs with lower weighting. Program rank can be seen on the Approved Programs List by Rank on the CTE website for each year.

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## RELATED PLACEMENT-BASED FUNDING

The related placement portion of the CTE State Priority grant is determined by a district's share of the statewide number of related placements. Placements must be considered "related" in order to generate funding. A placement is considered "related" if the student is:

- Enrolled in postsecondary education or in an advanced training program that is related to the high school CTE program in which they were a concentrator.
- Serving in active military duty in a position that is related to or utilizes the skills learned in the high school CTE program in which they were a concentrator.
- Is employed in a position that is related to or utilizes the skills learned in the high school CTE program in which they were a concentrator.
- A volunteer of the Peace Corps.
- A member of a national service program that receives assistance from the National and Community Service Act of 1990 (AmeriCorps, Learn and Serve America, National Senior Service Corp, USA Freedom Corps, Citizens Corp)

All related placements within a district are used to calculate funding, however, students may only generate funding for one related placement (i.e. if a student has related placement in more than one program at the District, they will generate funding for only one related placement).

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## GRANTS MANAGEMENT SYSTEM (GME)

The CTE State Priority grant is administered through the Grants Management Enterprise (GME) system. Grant applications, payments/reimbursements, and fiscal reporting are conducted in the GME system, which is accessed through ADEConnect. A preliminary grant allocation is typically available in the GME system in early March preceding the fiscal year and recipients with an approved funding application may begin to access funds starting July 1 (start of the fiscal year). Funds should be drawn down no later than the end of the fiscal year, July 30 (the last day a reimbursement request may be submitted). Please contact your CTE Grants Program Specialist with questions or concerns with your CTE State Priority grant or contact ADE Grants Management with any technical system questions or concerns. ADE Grants Management will also assist with the processing of reimbursement requests or end-of-year Completion Reports (fiscal reporting).

ADE Grants Management can be reached at 602-542-3901.

Other secondary school CTE grants that are administered through the GME system are the CTE Federal Perkins grant and the CTE Arizona Industry Credentials Incentive Program grant.

## SECTION 2 – ACCOUNTABILITY

Section 113 of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires that each state establish a performance accountability system to “assess the effectiveness of the State and the eligible recipients 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.

The CTE Data Portal is the data collection and management arm of this performance accountability system. Data processed through the CTE Data Portal is used in analyzing, assessing, and reporting CTE program success and effectiveness, as required by Perkins V Section 113(b)(3)(C). The CTE Data Portal is also used for state purposes, including, but not limited to, the calculation of state CTE funding through the CTE State Priority grant.

The CTE Data Portal works in conjunction with other systems to fully account for student and program success, including, but not limited to, the CTE Technical Skills assessment application, the Grants Management Enterprise grants system, and the Arizona Education Data Standards (AzEDS) system.

## PERKINS PERFORMANCE MEASURES

There are eight Perkins V Performance Measures that are calculated using participant/concentrator data<sup>3</sup>. Students are deduplicated when calculating performance measures, meaning that each student is only counted one time, regardless of the number of CTE programs in which they are a participant or concentrator. Each measure has an associated state determined level of performance (SDLP) which is a performance level determined by the State and approved by the U.S. Secretary of Education through the office of career, technical, and adult education (OCTAE). The core intent of performance measures is continuous improvement, and SDLP increases on an annual basis for each measure. This section includes each performance measure plus SDLP for the first four years of Perkins V.

Districts must meet the SDLP annually; Districts that do not meet at least 90% of SDLP may be placed on an Improvement Plan for that measure. Failure to meet SDLP for three consecutive years will result in the District being placed on a Directed Improvement Plan.

ADE will calculate the performance of each sub-recipient using data submitted to the agency. Students are deduplicated when calculating these measures but can be counted in more than one program. This means that if a student concentrates in more than one program at a single school, they would be included in the calculation for each program in which they are a concentrator, but would only be counted once in the calculation for their school, their District, or the State.

Each performance measure is listed below. Click on a measure to jump to that measure’s detailed description.

[1S1 Graduation Rate](#)

[3S1 Placement](#)

[2S2 Academic Proficiency in English/Language/Reading](#)

[4S1 Nontraditional](#)

[2S2 Academic Proficiency in Mathematics](#)

[5S1 Industry Credential](#)

[2S3 Academic Proficiency in Science](#)

[5S4 Technical Skills Assessment](#)

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<sup>3</sup> 20 U.S.C. 2323 (Perkins V Section 113(b)(2)(A))

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## 1S1 GRADUATION RATE

Arizona uses the four-year adjusted cohort (defined in section 8101 of the Elementary and Secondary Education Act of 1965) for calculating graduation rate. The measure is calculated as the number of concentrators that graduate with their cohort in the reporting year divided by the number of concentrators in that cohort. Students that have exited the cohort are excluded from the calculation. Students are considered graduates if their AzEDS leave code is 'G', 'S7', or 'W7'. ADE assigns a cohort year to all students entering high school. The cohort year is set expecting students to graduate high school after four consecutive years.

Data Source: CTE Data Portal concentrators, AzEDS graduate leave codes

### NUMERATOR

Number of CTE concentrators who graduate with their cohort in the reporting year

### DENOMINATOR

Number of CTE concentrators in the reporting year cohort

### STATE DETERMINED LEVEL OF PERFORMANCE FOR 1S1 GRADUATION RATE

1S1 Graduation Rate	SY2019 - 2020		SY2020 - 2021		SY2021 - 2022		SY2022 - 2023	
	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP
	92.00%	82.80%	92.25%	83.03%	92.50%	83.25%	92.75%	83.48%

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## 2S1 READING/LANGUAGE ARTS PROFICIENCY; 2S2 MATHEMATICS PROFICIENCY; 2S3 SCIENCE PROFICIENCY

Perkins V requires states to measure CTE concentrator proficiency in the challenging academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in that section. Concentrators in the reporting year cohort (four-year cohort) are included in the calculation of the three academic proficiency performance measures. All students in that cohort who leave secondary education in the reporting year are considered in the measure. Students are considered to have “left secondary education” for the purpose of these measures if they have an end-of-year AzEDS leave code of A – Attendees; G/S7/W7 – Graduated; S4/W4 – Status Unknown; S5/W5 – Dropout; S6/W6 – Aged Out (22+); or S11/W11 – Left for GED. ADE assigns a cohort year to all students entering high school. The cohort year is set expecting students to graduate high school after four consecutive years.

Data Source: CTE Data Portal concentrators; State Assessment data for assessment results; AzEDS leave codes

### ACADEMIC ASSESSMENTS<sup>4</sup>

The standard academic assessment that would have been administered to the reporting year graduating cohort is used in calculating this measure. Academic assessments may change, so only the reporting year cohort is used. Students do not need to graduate with their cohort to be included in this measure; all reporting year cohort students with an eligible leave code will be considered.

#### NUMERATOR FOR 2S1 READING/ENGLISH LANGUAGE ARTS (ELA) PROFICIENCY

Number of CTE concentrators in the reporting year cohort who met or exceeded all ELA standards measured on a standard State ELA assessment and left secondary education in the reporting year.



#### DENOMINATOR FOR 2S1 READING/ENGLISH LANGUAGE ARTS (ELA) PROFICIENCY

Number of CTE concentrators in the reporting year cohort who took a standard State ELA assessment and left secondary education in the reporting year.

#### NUMERATOR FOR 2S2 MATHEMATICS PROFICIENCY

Number of CTE concentrators in the reporting year cohort who met or exceeded all Math standards measured on a standard State Math assessment and left secondary education in the reporting year.



#### DENOMINATOR FOR 2S2 MATHEMATICS PROFICIENCY

Number of CTE concentrators in the reporting year cohort who took a standard State Math assessment and left secondary education in the reporting year.

#### NUMERATOR FOR 2S3 SCIENCE PROFICIENCY

Number of CTE concentrators in the reporting year cohort who met or exceeded all Science standards measured on a standard State Science assessment and left secondary education in the reporting year.



#### DENOMINATOR FOR 2S3 SCIENCE PROFICIENCY

Number of CTE concentrators in the reporting year cohort who took a standard State Science assessment and left secondary education in the reporting year.

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<sup>4</sup> Depending on availability of State Assessment data, some performance data may not be present for all years.

STATE DETERMINED LEVELS OF PERFORMANCE FOR 2S1, 2S2, AND 2S3 ACADEMIC PROFICIENCY

Academic Proficiency	SY2019 - 2020		SY2020 - 2021		SY2021 - 2022		SY2022 - 2023	
	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP
<b>2S1 Reading/ELA</b>	24.25%	21.83%	24.50%	22.05%	24.75%	22.28%	25.00%	22.50%
<b>2S2 Mathematics</b>	28.00%	25.20%	28.25%	25.43%	28.50%	25.65%	28.75%	25.88%
<b>2S3 Science</b>	20.00%	18.00%	20.25%	18.23%	20.50%	18.45%	20.75%	18.68%

**3S1 PLACEMENT**

Perkins V requires that the State measure the percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, enter military service or a service program that receives assistance under Title I of the National and Community Services Act of 1990, are volunteers in the Peace Corps, or are employed. All placement data is gathered by districts through placement surveys or any other available, reliable methods and provided to ADE through the CTE Data Portal.

The term “second quarter after exiting secondary education” applies to each student individually and is the second quarter of the year after the student leaves school. For instance, if a student leaves school in May (2<sup>nd</sup> quarter of the year), their placement would be recorded for any activities in the 4<sup>th</sup> quarter of the year (October 1 – December 31). Students are considered to have “left secondary education” for the purpose of this measure if they have an end-of-year AzEDS leave code of A – Attendees; G/S7/W7 – Graduated; S4/W4 – Status Unknown; S5/W5 – Dropout; S6/W6 – Aged Out (22+); or S11/W11 – Left for GED.

For this measure, ADE will use the most recently available placement data which is the year lagging behind the current data reporting year (due to the requirement for placement to be in the second quarter after leaving school). The placement does not have to be related to the CTE program skill-wise for the concentrator to be included in the PM calculation. However, the portion of State CTE funding (CTE State Priority grant) that is based on related placements is contingent on a concentrators post-high school placement being related to their high school CTE program. Volunteers in the Peace Corps or in a National Service Program that receives assistance under Title I of the National and Community Service Act of 1990 are considered related placements for state CTE funding purposes.

Data Source: CTE Data Portal concentrators; CTE Data Portal placements; AzEDS leave codes

**NUMERATOR**

Number of CTE concentrators who, in the second quarter after exiting from secondary education, were placed in postsecondary education or advanced training, in military service, in a service program that receives assistance through the National & Community Service Act of 1990, in the Peace Corps, or employed.

**DENOMINATOR**

Number of CTE concentrators who left secondary education in the reporting year.

**STATE DETERMINED LEVEL OF PERFORMANCE OF 3S1 PLACEMENT**

3S1 Placement	SY2019 - 2020		SY2020 - 2021		SY2021 - 2022		SY2022 - 2023	
	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP
	76.00%	68.40%	76.25%	68.63%	76.50%	68.85%	76.75%	69.08%

**4S1 NONTRADITIONAL**

Perkins V requires that the State measure the percentage of CTE concentrators in career and technical education programs that lead to non-traditional fields. This indicator varies from other indicators in that current, reporting year enrollment data is used as opposed to capturing data for concentrators that left secondary education in the reporting year. CTE program’s nontraditional gender can be found online at [www.azed.gov/cte/programs](http://www.azed.gov/cte/programs). This performance measure is not calculated for programs that are not designated as a nontraditional program. If a school/district does not offer any programs that are considered non-traditional, this measure will not be calculated for that school/district. For schools/districts that offer both nontraditional and non-nontraditional programs, this measure will be calculated only for the nontraditional programs. All CTE concentrator enrollment in nontraditional fields will be captured and used in calculating this measure.

A program is considered nontraditional if individuals from a single gender comprise less than 25 percent of the individuals employed in the related occupation or field of work. A concentrator is considered nontraditional if their gender matches a program’s nontraditional gender.

Data Source: CTE Data Portal concentrators; CTE programs list nontraditional status; AzEDS leave codes

**NUMERATOR**

Number of nontraditional CTE concentrators [enrolled] in a nontraditional program in the reporting year.

**DENOMINATOR**

Number of CTE concentrators [enrolled] in a nontraditional program in the reporting year.

**STATE DETERMINED LEVELS OF PERFORMANCE FOR 4S1 NONTRADITIONAL**

4S1 Nontraditional	SY2019 - 2020		SY2020 - 2021		SY2021 - 2022		SY2022 - 2023	
	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP
	33.00%	29.70%	33.25%	29.93%	33.50%	30.15%	33.75%	30.38%



**5S1 INDUSTRY RECOGNIZED CREDENTIAL**

The attainment of industry recognized credentials is a valid and reliable measure of CTE program success. ADE has developed a robust system to identify and validate viable third-party credentials. All CTE programs must lead to an industry certification (A.R.S. §15-391). Since this PM captures the rate of attainment of credentials, Districts should report all attempts by concentrators to earn a credential, even if the attempt was not successful. Concentrators will be considered as “graduates” if they have a reporting year leave code (in AzEDS) of ‘G’, ‘W7’, or ‘S7’.

Data Source: CTE Data Portal concentrators; CTE Data Portal credentials; AzEDS leave codes

**NUMERATOR**

Number of CTE concentrators who graduated from high school during the reporting year and earned a recognized industry credential for their program.

**DENOMINATOR**

Number of CTE concentrators who graduated from high school during the reporting year and attempted to earn a recognized industry credential for their program.

**STATE DETERMINED LEVEL OF PERFORMANCE FOR 5S1 INDUSTRY RECOGNIZED CREDENTIAL**

5S1 Industry Recognized Credential	SY2019 - 2020		SY2020 - 2021		SY2021 - 2022		SY2022 - 2023	
	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP
	33.00%	29.70%	33.25%	29.93%	33.50%	30.15%	33.75%	30.38%

**5S4 TECHNICAL SKILLS ASSESSMENT**

Technical Skills Assessments are designed to certify and document student attainment of industry-validated knowledge and skills through a comprehensive online assessment and as such are a valid and reliable measure of CTE program success. All assessments are 100 multiple-choice items that align to program technical standards and range from knowledge and comprehension to application, analysis, and evaluation in cognitive difficulty. The majority of the items are operational items that have historically proven to be valid and reliable and the remaining are field-tested items. Students are scored on only the operational items and not the field-tested items. Those who successfully complete the 60% pass score requirement receive an industry-endorsed congratulatory letter and certificate.

Not all CTE programs currently have a technical skills assessment (TSA) in place. Only programs with a TSA in place will be included in calculating this measure. If a school/district offers only programs without a TSA in place, this measure will not be calculated for that school/district. If a school/district offers both programs with a TSA in place and without, the measure will be calculated only for those programs with a TSA in place.

The CTE Data Portal interfaces with the CTE Technical Skills Assessments web application to bring in student’s TSA results.

Data Source: CTE Data Portal concentrators; CTE Technical Skills Assessment application assessment results; AZEDS leave codes

**NUMERATOR**

Number of CTE concentrators who graduate from high school during the reporting year and passed the technical skills assessment for their program.

**DENOMINATOR**

Number of CTE concentrators who graduated from high school during the reporting year and attempted the technical skills assessment for their program.

**STATE DETERMINED LEVEL OF PERFORMANCE FOR 5S4 TECHNICAL SKILLS ASSESSMENT**

5S4 Technical Skills Assessment	SY2019 - 2020		SY2020 - 2021		SY2021 - 2022		SY2022 - 2023	
	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP
	70.00%	63.00%	70.25%	63.23%	70.5%	63.45%	70.75%	63.68%

STATE DETERMINED LEVEL OF PERFORMANCE (ALL MEASURES)

Performance Measure	SY2019 - 2020		SY2020 - 2021		SY2021 - 2022		SY2022 - 2023	
	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP
<b>1S1 Graduation Rate</b>	92.00%	82.80%	92.25%	83.03%	92.50%	83.25%	92.75%	83.48%
<b>2S1 Reading/Language Proficiency</b>	24.25%	21.83%	24.50%	22.05%	24.75%	22.28%	25.00%	22.50%
<b>2S2 Mathematics Proficiency</b>	28.00%	25.20%	28.25%	25.43%	28.50%	25.65%	28.75%	25.88%
<b>2S3 Science Proficiency</b>	20.00%	18.00%	20.25%	18.23%	20.50%	18.45%	20.75%	18.68%
<b>3S1 Placement</b>	76.00%	68.40%	76.25%	68.63%	76.50%	68.85%	76.75%	69.08%
<b>4S1 Nontraditional Enrollment</b>	33.00%	29.70%	33.25%	29.93%	33.50%	30.15%	33.75%	30.38%
<b>5S1 Industry Recognized Credential</b>	33.00%	29.70%	33.25%	29.93%	33.50%	30.15%	33.75%	30.38%
<b>5S4 Technical Skills Assessment</b>	70.00%	63.00%	70.25%	63.23%	70.5%	63.45%	70.75%	63.68%

UNDERSTANDING LEAVE CODES IN AZEDS

CTE performance measures use specific leave codes to count students for each measure. The leave codes used in the performance measures, as well as leave codes used in other areas of CTE Accountability (in the CTE Data Portal) are listed below. Leave codes are pulled in automatically from AzEDS for each student by matching the student’s unique ID number (SUID). Leave codes are also referred to as “Exit Codes”.

Code	Description	
EXITED SECONDARY EDUCATION		
G	Year-end graduate	Student completed a course of study for high school and passed all three high school assessments or completed an IEP and the requirements specified within their IEP.
S7	Summer graduate	
W7	Mid-year graduate	
S5	Summer dropout	Student has left secondary education with no intentions of returning to complete their high school education.
W5	Dropout	
S6	Summer aged out (22+)	Student has turned 22 and is no longer school age.
W6	Aged out (22+)	
S11	Summer GED	Student has exited secondary education with the expressed purpose of obtaining a GED.
W11	GED	
A	Attendees	Student is a 12 <sup>th</sup> grade student who did not fulfill a course of student OR did not complete an IEP OR turned 22 years of age OR attended school as a 12 <sup>th</sup> grade foreign exchange student.
STILL ENROLLED		
E1	Still enrolled	Student is still enrolled in school and is expected to return next year. CTE Data Portal converts multiple “Still Enrolled” exit codes to E1 for simplicity.
TRANSFERS		
W1	Transferred	Student has transferred to another school which grants an accredited high school diploma to continue their studies.
S1	Summer Transferred	
W99, S99	Transferred (within District)	
W21, S21	Transferred (out of state)	
W22, S22	Transferred (out of country)	
OTHER (‘W’ codes indicate midterm exit; ‘S’ codes indicate summer exit)		
C	Completer	Student completed a course of study at a Career and Technical Education District (CTED), before or after graduation.
W2, S2	Illness	Student has a chronic illness.
W3, S3	Expelled	Student has been expelled or has received long-term suspension.
W4, S4	Status Unknown	Student’s status is unknown.
W8, S8	Deceased	Student is deceased.
W9, S9	Homeschool	Student has withdrawn for homeschooling.
W10, S10	State Detention Facility	Student has been transferred to a state detention facility.
NP	Not Posted	No valid leave code found in AzEDS (this is not an AzEDS code)

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## ACCOUNTABILITY/PERFORMANCE MEASURES REPORTS

A variety of reports summarizing local performance on the Career and Technical Education performance measures are compiled annually using participant, concentrator, placement, and credentials data. These reports are a valuable resource to use with administrators, teachers, and advisory committees. These reports may also be a valuable resource for an Annual Program Evaluation and should be used to determine program status. Performance Measures reports are made available to Districts in the CTE Data Portal. CTE announces when these reports are available each year.

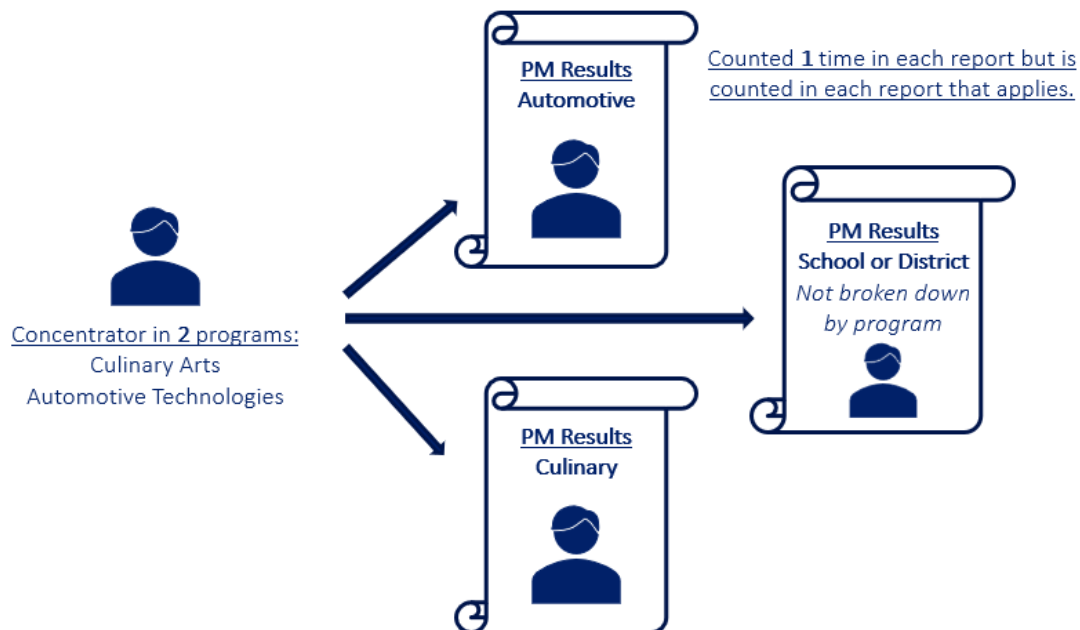
Performance Measures Reports include:

- PM Results by District (All programs) (District Level Performance)
- PM Results by District by Program
- PM Results by School (All programs)
- PM Results by School by Program
- PM Results Graph report
- Performance Measures Secondary State Determined Level of Performance – Three Year Comparison
- Performance Measures Summary




### UNDUPLICATED VS DUPLICATED STUDENTS

All eligible concentrators are considered when calculating performance measures results, but students are deduplicated, meaning that students count only once per report. Students can concentrate in multiple programs and are included in the results for each program, but if multiple programs are viewed simultaneously (within the same numerator/denominator value and result), the student is only counted once, regardless of number of CTE concentrations.

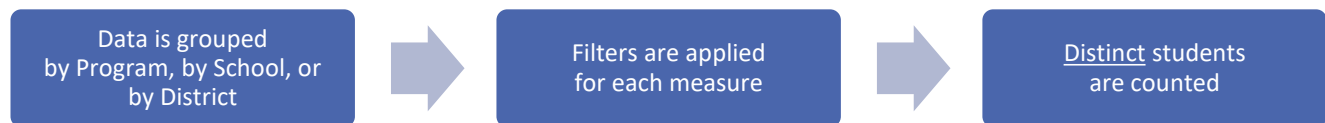
For example, consider a student that concentrates in two CTE programs: Culinary Arts and Automotive Technologies. In this example, the student concentrates in both programs at the same school. When viewing performance measures reports for the school as a whole, this student would be counted only once in the numerator and in the denominator for each applicable performance measure. However, when viewing performance measures results for the Culinary program and for the Automotive program separately, the student would be counted once in each report as well.



There are three ways that performance measure data can be grouped and viewed by schools/districts.

 By Program	 By School	 By District
<p>Students are counted once in each program in which they are a concentrator <u>and</u> meet the requirements of each performance measure.</p> <p><b>Example:</b> Avery is a concentrator in Culinary Arts and in Mechanical Drafting. John, the CTE Director, is reviewing the performance results for his school's programs. Given that Avery meets all of the other requirements for each measure, they would be counted in the performance measure results for Culinary Arts AND for Mechanical Drafting.</p>	<p>Students are counted once, regardless of the number of programs in which they concentrate. Students must meet <u>all</u> of the requirements of each measure to be included in that measure.</p> <p><b>Example:</b> Jesse is a concentrator at Hillside High School in Film and TV Production and in Fashion Design and Merchandising. Susan, the CTE Director, is viewing performance results for Hillside High School overall. Given that Jesse meets all of the other requirements for each measure, they would be counted once in the performance measure results for Hillside High School.</p>	<p>Students are counted once, regardless of number of schools at which they have records and regardless of the number of programs in which they concentrate. Students must meet <u>all</u> of the requirements of each measure to be included.</p> <p><b>Example:</b> Alex is a concentrator at Hillside High School and at their local Career and Technical Education District. Susan, the CTE Director at Hillside High School, is viewing performance measures results for her school and Hannah, the CTE Director at the local CTED, is viewing performance measures results for her school/CTED. Given that Alex meets all of the other requirements for each measure, they would be counted once in the performance measures results for Hillside High School and once in the results for the local CTED<sup>5</sup>.</p>

All performance measure calculations follow the same general calculation. First, data is grouped depending on how you want to view your performance results. You can select to view results (calculations) for each program, for a school, or for your entire district. Once a selection is made, only the records that are in the selected group will be used in the calculation. After data is grouped, additional filters are then applied for each measure. Each record must pass all of the requirements for each measure's numerator and denominator definitions to be included in each measure. Only records that pass the requirements for each measure are included. After the dataset is filtered for each measure, the final step is to deduplicate students. Using the student's unique ID number, the calculation counts the number of unique students (meaning that they are only counted once, no matter how many times they appear in the grouped, filtered dataset). Lastly, performance results are displayed on a variety of reports in the CTE Data Portal.



<sup>5</sup> Only one CTED (East Valley Institute of Technology) is subject to Perkins-required performance measures.

## SECTION 3 – PERFORMANCE IMPROVEMENT PLANS

If a district fails to meet at least 90% of the State Determined Levels of Performance (SLDP) or show improvement to a previously negotiated local level of performance, the district is required to create and implement an Improvement Plan. Per Section 123(b)(4) of Perkins V, 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 District Level of Performance to 90% of the State Determined Level of Performance (90% SDLP) for each performance measure.

### CREATING AND IMPLEMENTING AN IMPROVEMENT PLAN

According to Section 123(b)(1-5) of Perkins V, districts that fail to meet 90% of SLDP on any measure must submit an Improvement Plan. The CTE Grant Program Specialist staff (GPS) will provide technical assistance for those districts with a Year 1 Improvement plan on any performance measure to monitor progress. If there is a Year 2 of an Improvement Plan, districts will receive increased GPS technical assistance and monitoring for implementing the Improvement Plan.

The Improvement Plan must include the following:

- The core indicator(s) of performance for which the district failed to meet the 90% 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 all geographic, socioeconomic, 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 November 30 of the plan year. The Improvement Plan is embedded in the body of the Perkins grant application.

### CREATING AND IMPLEMENTING A DIRECTED IMPROVEMENT PLAN

If a District fails to meet at least 90% of SDLP for one or more performance measure for three consecutive years, the district is required to create and implement a Directed Improvement Plan. According to section 123(b)(4) of the Perkins V:

*“The eligible agency may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient’s allotment under this title if the eligible recipient— (i) fails to implement an improvement plan...; or (ii) with respect to any specific core indicator of performance that was identified in a program improvement plan...fails to meet at least 90 percent of the local level of performance for such core indicator for 2 consecutive years after the eligible recipient has been identified for improvement...”*

Districts that fail to meet the SDLP for any performance measure for three consecutive years will not be penalized by sanction to diminish funding for CTE programs. A minimum of 10% of Perkins funding should be redirected to provide activities and/or resources to improve district performance on the measure(s) not met. Districts not meeting SDLP for any measure for three or more consecutive years will be required to create and implement a Directed Improvement Plan which will be provided by ADE/CTE staff.

Upon notification of Year 3 noncompliance, a district must:

- Report quarterly to ADE/CTE on progress.
- If the performance measure not met is nontraditional participation (4S1), the district must:
  - Avail themselves of resources to train staff, administration, and student expectations related to nontraditional sex participation in the identified and selected programs.
  - Implement other best practices as they are identified to reduce the perceived sex biased behaviors.

A Directed Improvement Plan must include the following:

- The core indicator(s) of performance for which the district failed to meet the 90% threshold.
- The district's negotiated level of performance for the current year.
- 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 all geographic, socioeconomic, 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.
- Perkins and/or other funds allocated to increase the performance level.
- The staff member(s) responsible for each action step.
- The timeline for completing each action step.



## SECTION 4 – CTE DATA PORTAL PROCEDURES

This section covers any CTE Data Portal related policies and procedures. It is not intended to serve as a step-by-step instructional guide for using the CTE Data Portal to report district data. For step-by-step instructions, please see the CTE Data Portal User Guide on the CTE website here → [www.azed.gov/cte/cte-data-portal-information](http://www.azed.gov/cte/cte-data-portal-information).

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### ACCESSING THE CTE DATA PORTAL

The CTE Data Portal is accessed through ADEConnect. School District personnel wishing to gain access to the CTE Data Portal must do so through their “Entity Administrator”. Entity Administrators are school district personnel with special security within ADEConnect to provide access within the district to ADEConnect applications, including the CTE Data Portal. To find your District’s Entity Administrator, you must first have access to ADEConnect.

Your entity administrator will request access to the CTE Data Portal on your behalf (or, if you are the entity administrator, you may request the access below).

For CTE Data Portal Access for Secondary Schools/Districts, request the “**CTE Data Portal: Modify**” access level.

For read-only CTE Data Portal Access at the for Secondary Schools/Districts, request the “**CTE Data Portal: Read Only**” access level. A member of the CTE Accountability team will contact you or your entity administrator with further instructions.

Questions related to ADEConnect or the Entity Administrator functions should be directed to ADEConnect Support at 602-542-2222 or at [adesupport@azed.gov](mailto:adesupport@azed.gov) or by submitting a “ticket” at <https://helpdeskexternal.azed.gov>.

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### ADDING, MODIFYING, OR REMOVING A DISTRICT OR SCHOOL

Only eligible entities may be added to the CTE Data Portal. To be considered eligible, an entity must be a Perkins grant sub-recipient and be approved by CTE staff as a participating district. CTE staff adds approved entities into the CTE Data Portal as they appear in the ADE School Finance system, including name and CTDS number. Please contact the CTE Accountability team if you have any questions or concerns with the schools that appear within your district. Contact information for the CTE Accountability team is listed on the CTE website at [www.azed.gov/cte/cte-data-portal-information](http://www.azed.gov/cte/cte-data-portal-information).

CTE staff will reject any CTE Data Portal access request for any ineligible or not approved entity.

If the name of a school or district changes, please contact the CTE Accountability team to make the change within the CTE Data Portal. CTE staff will adjust the name of any entity (school or district) within the CTE Data Portal to match the ADE School Finance school database (EOS). Please ensure that the name change is finalized within EOS before contacting CTE. Changes within the CTE Data Portal are immediate, so if a name change will occur at the end or start of a new school year, please wait until that time to contact CTE staff. EOS name changes may be scheduled for a future time or handled in real time by ADE School Finance.

To remove a school from the CTE Data Portal, please contact the CTE Accountability team to make the change within the CTE Data Portal. CTE will deactivate a school upon request of the District after confirming that the school has gone inactive within the School Finance database (EOS). Please ensure that the inactive status is current in EOS before contact CTE. Changes within the CTE Data Portal are immediate, so if a school will be deactivated at the end or start of a school year, please wait until that time to contact CTE staff.

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## RECEIVING CTE INFORMATION AND COMMUNICATIONS

ADE/CTE regularly shares information with CTE schools and districts via email.

The Department maintains a contact list for all secondary administrators. Most field updates are sent to the contacts that are on this list. If you wish to receive all CTE updates meant for CTE administrators, please contact CTE and specify that you wish to be added to the Secondary Administrator’s distribution list. Please also keep your contact information up to date within the “Contacts” tab in the CTE Data Portal as CTE staff uses this contact information when contacting districts directly. Contact information in the CTE Data Portal “Contacts” tab is also used for general distribution.

Please note that contact information within the CTE Data Portal must be refreshed annually to “unlock” other portions of the system. Accurate contact information in the system is vital to uninterrupted communication between the ADE/CTE unit and each participating CTE district and/or school.

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## ADDING OR REMOVING PROGRAMS AT THE SCHOOL LEVEL

### ADDING PROGRAMS (NEW ENTITIES)

The CTE Data Portal collects data for approved CTE programs. Program approval and funding will be based on the following:

1. Must be taught for at least one year. Districts begin to enter data during this first year.
2. Must appear on the approved secondary CTE program list or is an approved local occupational program
3. Must deliver the program’s coherent course sequence
4. Must have an appropriately CTE certified teacher teaching the program/courses
5. Must address and align with the program’s technical standards
6. Must be inclusive for all special populations as evidenced by recruitment efforts, availability of support services, and enrollment
7. Must involve industry in decision making through advisory committees and partnerships
8. Must ensure that Professional Skills and work-based learning are embedded in the program
9. Must meet all performance measures, when appropriate
10. Must offer a Career and Technical Student Organization (CTSO) appropriate to the program

Districts must be approved by CTE Program Services before they can receive Perkins grant funding or add data into the CTE Data Portal. Programs are evaluated on the 10 criteria above. Technical Assistance is available through the CTE Program Services team – contact information is available online at [www.azed.gov/cte/programs](http://www.azed.gov/cte/programs). Entities wishing to apply should contact the CTE Program Services team. Once a program is considered viable for funding, the CTE Fiscal, Grants and Accountability unit is notified, and the viable entity will be added into the CTE Data Portal. Once an entity is added into the CTE Data Portal and becomes active, the entity may begin to create a coherent sequence and upload enrollment data. As a reminder, new entities must also ensure that they are registered with Grants Management in order to process grant payments. All entities that receive federal funding (including sub-recipients) must also register with the federal System for Award Management (SAM.GOV) at [www.sam.gov](http://www.sam.gov) before they will be eligible to receive payment from federal sources. ADE Grants Management system will require a valid SAM.gov registration before any payments can be made.

### ADDING PROGRAMS (EXISTING ENTITIES)

If a district already offers approved CTE programs, Districts may add new programs to their schools’ coherent sequence(s) and begin to upload enrollment. New programs (at each school) are eligible for CTE State Priority grant funding without any concentrators until their third year and without any placements until their fourth year. All CTE courses must be taught by appropriately CTE certified teachers to be eligible for funding (unless an exemption request is submitted).

## DISCONTINUING PROGRAMS AT THE LOCAL LEVEL

Districts/Schools may choose to discontinue a CTE program at the local level. To discontinue a program, please notify CTE Program Services. Within the CTE Data Portal, a program will be considered inactive (on the school’s coherent sequence) after two consecutive years without enrollment. If an internship, cooperative education, or diversified cooperative education course exists on the coherent sequence along (without any Level I – IV courses), the district may be prompted to “Justify” the standalone course. Discontinuation of a CTE program is considered appropriate justification for standalone Internship/Cooperative Education/Diversified Cooperative Education courses.

## CTE PROGRAM RESOURCES (LINKS)

Link	Resources
<a href="https://www.azed.gov/cte/programs">https://www.azed.gov/cte/programs</a>	<ul style="list-style-type: none"> <li>• CTE Approved Programs list (by year)</li> <li>• Coherent Sequence of Courses (by year)</li> <li>• Local Occupational Programs list, including Authorized Entities (by year)</li> <li>• Program Standards by Program (including proper teacher certifications)</li> <li>• CTE Equipment Guidelines</li> <li>• Information on Quality and Compliance Monitoring</li> <li>• Contact Information for each CTE Program Specialist</li> <li>• Information on CTE Programs eligible for academic credit</li> </ul>
<a href="https://www.azed.gov/cte/assessments">https://www.azed.gov/cte/assessments</a>	<ul style="list-style-type: none"> <li>• Technical Skills Assessment (TSA) information and guidelines</li> <li>• TSA schedules and timelines</li> <li>• TSA Application user guide</li> <li>• TSA Assessments by Program</li> <li>• TSA eligibility information</li> </ul>
<a href="https://www.azed.gov/cte/cte-data-portal-information">https://www.azed.gov/cte/cte-data-portal-information</a>	<ul style="list-style-type: none"> <li>• CTE Data Portal information, including links for coherent sequence, enrollment, accountability &amp; Participants/Concentrators, Industry Credentials, and post-high school placement surveys</li> <li>• Data upload templates and instructions</li> <li>• Performance Measures information, including SDLP sheet</li> </ul>
<a href="https://www.azed.gov/cte/cte-perkins-v">https://www.azed.gov/cte/cte-perkins-v</a>	<ul style="list-style-type: none"> <li>• CTE grants information</li> <li>• CTE grant program specialist contact information</li> </ul>
<a href="https://www.azed.gov/grants-management">https://www.azed.gov/grants-management</a> Grants Phone: 602-542-3901 - Option 1: GME Technical assistance - Option 2: Fiscal Processing - Option 3: Fiscal Monitoring	<ul style="list-style-type: none"> <li>• Grants Management Enterprise assistance, including access, navigation, and general help</li> <li>• Payment and reimbursements processing</li> <li>• End-of-year Completion Reports (Fiscal reports)</li> <li>• SAM.gov registration (for federal sub-recipients)</li> <li>• Federal grant guidance and monitoring</li> </ul>

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## SUBMITTING EXEMPTION REQUESTS

CTE State Priority grant funding is allocated based on CTE course enrollment and related placements for each eligible district. 75% of each District's allocation is determined by CTE course enrollment and the remaining 25% is based on related Placements. CTE course enrollment from the current year and placements from the prior year are used to determine the following year's grant allocation. Each CTE course must be considered eligible for funding to be included in allocation calculations.

Each CTE course is eligible to generate CTE State Priority funding (75% of a District's allocation) if it meets the following criteria:

1. Is taught by an appropriately certified CTE teacher, AND
2. The program has recorded at least one concentrator if the program is older than three years, AND
3. The program has recorded at least one post-high school Placement if the program is older than four years

If a CTE course does not meet all three of the criteria above, it will be excluded from the computation of funding for the CTE State Priority grant unless an approved exemption request exists. Exemption requests may be submitted no more than once for the same funding criteria exception within a rolling five-year period per District (criteria 2 and 3 above are considered the same exception and one exemption request may be submitted for *either* of these criteria exceptions within the same rolling five-year period).

Exemption requests are submitted through the CTE Data Portal and must be approved by CTE staff. If an approved exemption requests exists for an improperly certified teacher or lack of concentrator/placement, the course may be considered for funding as part of the CTE State Priority grant. Please note that exemption requests are associated with a teacher, course, and program.

## SECTION 5 – GLOSSARY

**ACADEMIC CREDIT** – Credit earned within a CTE program that contain sufficient academic content and has been approved by the district/school board to fulfill an academic requirement. The credit must appear as CTE credit on the student’s transcript.

**ACTIVE DATE** – (for a course) The date that an LEA first reports enrollment for a course.

**ADVANCED TRAINING** – Any postsecondary training program, not limited to programs offered at colleges or universities. Students enrolled in a postsecondary education institution in academic programs should be recorded as attending postsecondary education for CTE post-high-school Placement.

**ANNUAL PROGRAM EVALUATION** – The systemic review of the worth or merit of a program as required in the Perkins Act and in the Arizona Revised Statutes.

**ARTICULATED STUDENT** – A student that is enrolled in a CTE course that is provided by another entity (other than their school of residence) in an approved CTE program. The student may begin taking courses provided by the school of residence and then proceed to take further courses in the same program with another entity (ex. another high school within the same district, a Career & Technical Education District, a skill center, or a community college). A student may also enroll and take the full coherent sequence of an approved CTE program with an entity other than the school of residence. The physical location of where the course is offered is not a consideration, rather, who is responsible for providing services to the student. For example, it is not uncommon for a CTED to have space on the physical campus of the school of residence to teach CTE course(s). Students attending the CTED classes in this example would be considered articulated.

**AzEDS** – *Arizona Education Data Standards*; the standardized data reporting system used by the Arizona Department of Education to collect, process, and utilize education data provided by school districts. Districts submit data to AzEDS through their student information system. Some CTE data elements are pulled into the CTE Data Portal from AzEDS, matching by SUID, fiscal year, and other data.

**CAREER AND TECHNICAL EDUCATION APPROVED 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.

**CAREER AND TECHNICAL EDUCATION DISTRICT (CTED)** – A district that is formed to work in partnership with area high schools to deliver CTE programs.

**CARNEGIE UNIT** – One unit of credit awarded in grades 7-12 for a minimum of 120 classroom hours of instruction, representing one year’s study in any subject. At the postsecondary level, 3 community college credits equal one-half of a Carnegie Unit.

**CIP CODES (CIP)** – The Classification of Instructional Programs is the U.S. Department of Education’s standard educational program classification system. It includes a uniform numbering system and description of educational programs. CTE program and course numbers align to CIP codes.

**COHERENT SEQUENCE** – A series of 2 or 3 required courses within an approved CTE program that address the technical skills standards for a program. See [www.azed.gov/cte/programs](http://www.azed.gov/cte/programs).

**COHORT YEAR** – The school year in which the student entered the baseline group used for computing completion rates (e.g., high school, program).

**CONCENTRATOR** – At the secondary level, a student who has completed and passed at least two courses worth at least one credit each in a single career and technical education program. Internship, cooperative education, and diversified cooperative education are not included in defining a CTE concentrator. At the postsecondary level, a student that has completed at earned at least 12 community college credits in a CTE program or has completed the program if it consists of 12 or fewer credits. Secondary students that attend community college courses (dual enrollment or via their district’s CTED articulation) must qualify as a concentrator using the postsecondary definition to be considered a concentrator at the postsecondary institution. The student may qualify using the secondary definition to be considered a concentrator at their school.

**CTDS** – County/Type/District/School code created and assigned to a District and each of its schools by the Arizona Department of Education. The code must be accurate to ensure that data is correctly credited to the school.

**DIRECTED IMPROVEMENT PLAN** – An Improvement Plan to address performance measures not met at 90% of the negotiated level of performance for three or more consecutive years. Progress reports are due quarterly.

**DUPLICATED COUNT** – see also: Unduplicated Count. One student may be enrolled and counted for data collection purposes in more than one course. Duplicated student count is used in Course Enrollment Reports. A student who concentrates in more than one program may be reported as a concentrator in all programs.

**ENROLLMENT REPORTING** – Fall and Spring term Enrollment data 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 due dates. See section 5 above for more details.

**EXEMPTION REQUEST** – The formal procedure to request, for one year, an exemption for one or more of the essential program requirements for an approved CTE program. 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. The electronic Exemption Request submission form is located inside the CTE Data Portal.

**IMPROVEMENT PLAN** – Perkins V, Section 123(b)(2) requires that an Improvement Plan be written to address any performance measures that do not meet at least 90% of the state determined level of performance.

**INDUSTRY CREDENTIALS** – Industry-recognized credentials, certificates, or licenses that have gone through a robust vetting process and that have been validated by Arizona industry as acceptable for employment. Credentials must be approved by a related industry advisory committee, the Arizona CTE Quality Commission and Arizona State Board of Education before they are included in the Performance Measure. Arizona Revised Statute 15-391 requires all approved CTE programs must lead to industry certifications.

**INTERNSHIP** – A CTE Internship is a method of work-based learning experience to connect classroom learning to work activities. It follows the sequence of courses in an approved CTE program. It provides students an opportunity to engage in learning through participation in a structured work experience that involves the application of previously developed CTE knowledge and skills. The internship must be directly related to the CTE program where the credits were earned and offers both paid and unpaid work experience.

**LEA - LOCAL EDUCATION AGENCY** – 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.

**LEAVE CODES** – Valid leave codes will be used in the calculation of performance measures. Leave codes include withdrawal codes and/or year-end status codes. Also referred to as “Exit Codes” in AzEDS.

**NON-ARTICULATED STUDENT** – A student who is enrolled in a CTE course offered by the school of residence in an approved program. A student may begin taking courses in a program at the school of residence and proceed to take the entire coherent sequence of courses from this entity.

**NONTRADITIONAL PARTICIPATION** – Enrollment in CTE programs for which individuals from one gender comprise less than 25% of the individuals employed in the workforce.

**PARTICIPANT** – A student who has completed and passed a single course worth at least one credit in a CTE program in the reporting year.

**PLACEMENT** – State funding to districts generated by CTE concentrators who have left secondary education and were considered placed in the second quarter after exiting from secondary education. Their status will be verified by an appropriate survey response to ADE CTE. Any of the following count for placement funding:

- Enrollment in related postsecondary education or in a related advanced training program
- Serving in active military duty in a position where duties are related to their CTE program
- Employment in a CTE program-related position
- Participation in a National Service Program that receives assistance from the National and Community Service Act
- Participation in the Peace Corp

**RELATED PLACEMENT** – A related placement is one that directly uses or builds on the Career Preparation standards acquired in the concentrator’s CTE program. The placement may be in postsecondary education or training, military service, or employment. Participation in a National Service Program or in the Peace Corps also count as related placement for funding purposes. A related placement for a valid concentrator from the previous school year earns funding paid from the State Priority (vocational block) grant. A student may only generate funding once, regardless of the number of related placements.

**PLACEMENT SURVEY** – A follow-up survey that is conducted on all high school concentrators that have left secondary education in the reporting year. CTE concentrators are surveyed in the second quarter after exiting secondary education. Placement survey results are uploaded or created manually within the CTE Data Portal for tracking and funding purposes. Placement survey results are also used in Perkins performance measure 3S1 – Placement.

**RACIAL AND ETHNIC CODES** – Required information that identifies racial or ethnic groups for reporting purposes. The CTE Data Portal uses racial and ethnic information from the AzEDS system, matching by SUID and student’s birthdate.

#### **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.

**SAIS NUMBER/SAISID** – see *Student Unique ID number/SUID*. Deprecated term for ADE-generated state student ID number used to track each student enrolled in public instruction in the State of Arizona.

**SCHOOL OF ATTENDANCE (SOA)** – The school that provides the student’s CTE courses. If the school of attendance is different than the school of residence, the courses a student take should show as articulated courses in the school of residence’s coherent sequence of courses.

**SCHOOL OF RESIDENCE (SOR)** – The school that maintains the student’s transcript. A student may attend CTE courses with the school of residence, if offered, or attend courses offsite. The school of residence has AzEDS reporting responsibility for the student.

**SPECIAL POPULATIONS** – In order to provide specific federal data as required in 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. The CTE Data Portal uses special population information from AzEDS system, matching by SUID and student’s birthdate.

- Individuals with Disabilities (Handicapped)
- Individuals from Economically Disadvantaged Families
- Individuals Preparing for Non-traditional Fields
- Single Parents
- Out of Workforce Individuals (formerly “Displaced Homemaker”)
- English Learners (formerly “Limited English Proficient” or “English Language Learners”)
- Homeless Individuals
- Youth in Foster Care
- Youth with a Parent in Active Military
- Migrant Students

**STANDARDS** – CTE standards specify the occupational knowledge, skills and abilities validated by business and industry for workforce success and postsecondary education/training. The technical skill standards are used for the technical skill assessment for Performance Measure 5S4 Technical Skill Attainment.

**STATEMENT OF ASSURANCE** – A district provides assurance to ADE that it has read, understands, and affirms that the district accepts and commits to abide by the federal Carl Perkins Grant Program, Fiscal and Accountability Assurances, which is a requirement on a district’s federal Perkins Grant Application. CTEDs have a separate Statement of Assurance that must assure that each program/sequence of courses reported for CTED Average Daily Membership (ADM) meets the requirements of ARS § 15-391.5.



**STUDENT UNIQUE ID NUMBER (SUID)** - ADE-generated state student ID number used to track each student enrolled in public instruction in the State of Arizona. The CTE Data Portal uses the SUID to match each student to AzEDS records to pull in demographic information. SUIDs are also used to track student level enrollment.

**UNDUPLICATED COUNT** – A student is only counted once, even if that student is enrolled more than once.

**WORK-BASED LEARNING** - “Strengthening Career and Technical Education for the 21st Century Act” definition – The term ‘work-based learning’ means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

- **Arizona Work-based Learning Guide definition as approved by the Arizona State Board of Education**  
Work Based Learning (WBL) experiences allow students to develop professional skills to enhance their employability. These experiences can occur either at a school or an industry site. WBL allows students to apply classroom learning in a hands-on experience at a worksite.
- **Cooperative Education**  
Cooperative education (Co-op) is an advanced method of career development that provides the opportunity for both technical application and professional skill development. Co-op requires a scheduled class period during the day to specifically teach professional skills. Cooperative Education Teachers Leave must be certified with a Cooperative Education, K-12 Endorsement along with an appropriate CTE Certificate.
- **Diversified Cooperative Education**  
Diversified Cooperative Education (DCE) is similar to the Cooperative Education Program in its makeup. The difference is that there is one teacher responsible for students within multiple program areas, whereas cooperative education involves only one program. DCE programs are usually broken up by a broad category of programs.
- **Internships**  
A CTE Internship is the final course in the sequence of courses of an approved CTE program. The CTE Internship provides CTE students an opportunity to engage in learning through participation in a structured work experience that involves the application of previously developed technical skills and practical application of previously studied theory through a combination of coursework and part-time experience for which school credit is awarded.
- **Clinicals**  
Structured clinicals provide students with the opportunity to apply classroom learning to real situations, develop core competencies needed to make the transition from the classroom to the workplace and are based on observation and care of patients at different stages of medical practice.
- **Supervised Agricultural Experiences (SAE)**  
An SAE is a practical application of classroom concepts designed to develop skills in agricultural-related career areas and provide real-work experiences.
- **Apprenticeships**  
Registered Apprenticeships involve learning by performing on the job and through related technical instruction. On-the-job training and related technical instruction are both vital elements required for a Registered Apprenticeship program.
- **School-Based Enterprises**  
A School-Based Enterprise (SBE) is an entrepreneurial operation in a school setting that provides goods and/or services to meet the needs of the market.
- **Mock Business/Industry Projects**  
A variation on the School-based Enterprise include projects developed to market items or services from a variety of CTE programs on campus and provides direct experience with industry standards.

## APPENDIX A: PERKINS PERFORMANCE MEASURE CALCULATION RULES

For each performance measure, current year (reporting year) Participant/Concentrator records that meet all of the requirements for the measure will be included in the calculation. Records must pass all of the requirements to be included in the measure.

### 1S1 GRADUATION RATE

Numerator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student is in the reporting year cohort (student's cohort year is equal to the reporting year).
3. Student graduated in the reporting year (AzEDS leave code is "G", "S7", or "W7").

Denominator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student is in the reporting year cohort (student's cohort year is equal to the reporting year).
3. The student has not exited the cohort (student did not transfer away or withdraw from the school).

### 2S1 READING/ELA PROFICIENCY

Numerator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student is in the reporting year cohort (student's cohort year is equal to the reporting year).
3. Student took a state reading assessment and earned a score of Met or Exceeds.
4. The student left school in the reporting year (AzEDS leave codes is "G", "S11", "S4", "S5", "S6", "S7", "W11", "W4", "W5", "W6", "W7", or "A").

Denominator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student is in the reporting year cohort (student's cohort year is equal to the reporting year).
3. Student took a state reading assessment (any score).
4. The student left school in the reporting year (AzEDS leave codes is "G", "S11", "S4", "S5", "S6", "S7", "W11", "W4", "W5", "W6", "W7", or "A").

### 2S2 MATHEMATICS PROFICIENCY

Numerator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student is in the reporting year cohort (student's cohort year is equal to the reporting year).
3. Student took a state mathematics assessment and earned a score of Met or Exceeds.
4. The student left school in the reporting year (AzEDS leave codes is "G", "S11", "S4", "S5", "S6", "S7", "W11", "W4", "W5", "W6", "W7", or "A").

Denominator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student is in the reporting year cohort (student's cohort year is equal to the reporting year).
3. Student took a state mathematics assessment (any score).
4. The student left school in the reporting year (AzEDS leave codes is "G", "S11", "S4", "S5", "S6", "S7", "W11", "W4", "W5", "W6", "W7", or "A").

### 2S3 SCIENCE PROFICIENCY

Numerator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student is in the reporting year cohort (student's cohort year is equal to the reporting year).
3. Student took a state science assessment and earned a score of Met or Exceeds.
4. The student left school in the reporting year (AzEDS leave codes is "G", "S11", "S4", "S5", "S6", "S7", "W11", "W4", "W5", "W6", "W7", or "A").

Denominator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student is in the reporting year cohort (student's cohort year is equal to the reporting year).
3. Student took a state science assessment (any score).
4. The student left school in the reporting year (AzEDS leave codes is "G", "S11", "S4", "S5", "S6", "S7", "W11", "W4", "W5", "W6", "W7", or "A").

### 3S1 PLACEMENT

Numerator: Count all participant/concentrator records in the reporting year (Placement reporting year is one year prior to the reporting year for all other measures) where:

1. The record is a concentrator record.
2. The student has a corresponding placement survey indicating that they were placed in the second quarter after they finished high school. The Placement Survey must correspond to the concentrator record (by program).
3. The student left school in the reporting year (AzEDS leave codes is "G", "S11", "S4", "S5", "S6", "S7", "W11", "W4", "W5", "W6", "W7", or "A").

Denominator: Count all participant/concentrator records in the reporting year (Placement reporting year is one year prior to the reporting year for all other measures) where:

1. The record is a concentrator record.
2. The student left school in the reporting year (AzEDS leave codes is "G", "S11", "S4", "S5", "S6", "S7", "W11", "W4", "W5", "W6", "W7", or "A").

### 4S1 NONTRADITIONAL (ENROLLMENT)

Numerator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The record is for a program that has been designated with a nontraditional gender.
3. The student's gender matches the nontraditional gender for the program.
4. The student is enrolled in the reporting year in the same program (the same program in which they are a concentrator).

Denominator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.

2. The record is for a program that has been designated with a nontraditional gender.
3. The student is enrolled in the reporting year in the same program (the same program in which they are a concentrator).

#### 5S1 INDUSTRY RECOGNIZED CREDENTIALS

Numerator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student graduated in the reporting year (AzEDS leave code is "G", "S7", or "W7").
3. The student earned an industry recognized credential for their program (the same program in which they are a concentrator).

Denominator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student graduated in the reporting year (AzEDS leave code is "G", "S7", or "W7").
3. The student attempted to earn (including both Pass and Did Not Pass attempts) an industry recognized credential for their program (the same program in which they are a concentrator).

#### 5S4 TECHNICAL SKILLS ASSESSMENT

Numerator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student graduated in the reporting year (AzEDS leave code is "G", "S7", or "W7").
3. The student took and passed the technical skills assessment for their program (the same program in which they are a concentrator).

Denominator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student graduated in the reporting year (AzEDS leave code is "G", "S7", or "W7").
3. The student took the technical skills assessment for their program (the same program in which they are a concentrator).