



## Arizona Department of Education

Career and Technical Education

# Postsecondary Data Reporting Guidelines

## Strengthening Career and Technical Education for the 21<sup>st</sup> Century (Perkins V)

Revised August 2021

**Kathy Hoffman, Superintendent of Public Instruction**

1535 West Jefferson Street • Phoenix Arizona 85007 • (602) 542-5460 • [www.azed.gov](http://www.azed.gov)

The contents of this publication were developed with funds allocated by the U.S. Department of Education under the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V). These contents do not necessarily represent the policy of the agency, nor should endorsement by the Federal government be assumed.

The Arizona Department of Education does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. For questions or concerns regarding this statement, please contact Administrative Services at 602-542-3186. Contact Information:

Billie Belanger  
Title IX Coordinator  
Human Resources Manager  
Arizona Department of Education  
1535 W. Jefferson St.  
Phoenix, AZ 85007 602-542-3186  
billie.belanger@azed.gov

<b>Section 1 Postsecondary Data and Accountability .....</b>	<b>4</b>
1.1 Introduction .....	4
1.2 Terminology/Definitions .....	4
1.3 CTE Data Portal.....	4
1.4 Race/Ethnicity Reporting .....	5
1.5 Special Populations.....	6
<b>Section 2 Enrollment Reporting.....</b>	<b>7</b>
2.1 Participant and Concentrator Enrollment Reporting Form.....	7
2.2 General Rules for Enrollment Reporting .....	7
<b>Section 3 Performance Data Reporting .....</b>	<b>9</b>
3.1 Postsecondary Performance Measures.....	9
3.2 State Determined Levels of Performance (SDLP) .....	9
3.3 Meeting Performance Measures .....	10
3.4 Performance Data Forms .....	10
3.5 Inclusion of Students in Performance Data .....	10
3.6 Field Definitions for Performance Data Forms .....	12
3.7 Performance Measure: 1P1 Retention and Placement .....	13
3.8 Performance Measure: 2P1 Credential, Certificate, or Degree .....	14
3.9 Performance Measure: 3P1 Nontraditional Enrollment.....	16
<b>Section 4: Postsecondary Perkins Grant .....</b>	<b>17</b>
4.1 Perkins Eligibility for Postsecondary Institutions.....	17
4.2 Creating and Implementing an Improvement Plan .....	17
4.3 Creating and Implementing a Directed Improvement Plan .....	18
<b>Section 5 Glossary .....</b>	<b>19</b>
<b>Sample Data Reporting Forms .....</b>	<b>20</b>
Sample Enrollment Reporting Form .....	20
Sample Performance Reporting Form .....	21
<b>Revision History.....</b>	<b>22</b>

## Section 1 Postsecondary Data and Accountability

### 1.1 Introduction

The purpose of the postsecondary guidelines is to serve as an overview of the performance measures and enrollment reporting requirements required Section 113 of the Strengthening Career and Technical Education for the 21<sup>st</sup> Century (Perkins V). Section 113 of Perkins V requires Arizona to 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”.

As required by Section 113, Arizona has established core indicators of performance for CTE concentrators at the postsecondary level that are valid and reliable for assessing the effectiveness of CTE programs.

### 1.2 Terminology/Definitions

**Definition of CTE participant:** At the postsecondary level, a CTE participant is a student who completes one or more courses (and earns credit) in a career and technical education program or program of study. The course must be a CTE course.

For CTE data reporting purposes, a participant is a student who is awarded credit for the completion of at least one course in a CTE program in the reporting year. The credit must be awarded by the reporting institution (i.e., transfer credits, prior learning assessment, etc. do not apply to defining participants).

**Definition of CTE concentrator:** At the postsecondary level, a CTE concentrator student is a student who has earned twelve credits or more in a single CTE program or program of study (or has completed the program if the program consists of fewer than twelve credits, evidenced by earning the sufficient credits for the program) in the past five years, including the reporting year. Three credits may be from academic courses.

**Course Completion:** For purposes of CTE data reporting, “completing” a course means the student earned college credit and successfully passed the course as determined by the institution.

**Reporting Year:** The year for which data is reported varies by report. For enrollment reporting, the reporting year is the immediate prior fiscal year. For performance reporting, check the business rules for each performance measure to see the appropriate reporting year. Arizona’s fiscal year runs from July 1 to June 30.

### 1.3 CTE Data Portal

All postsecondary Perkins data reporting is conducted in the Arizona Department of Education’s online application “CTE Data Portal”. Access to the CTE Data Portal is restricted to Perkins grant sub-recipients, but each sub-recipient can have multiple users within the system. Information on accessing the CTE Data Portal can be found online at [www.azed.gov/cte/cte-data-portal-information](http://www.azed.gov/cte/cte-data-portal-information).

Each page within the CTE Data Portal (each reporting page) contains a link to specific instructions for the page. Please refer to the specific instructions with any questions regarding CTE data reporting. The instructions page for each reporting form will also include any relevant dates and deadlines for reporting.

The Enrollment reporting forms module has historically been referred to as “CAR III” in the CTE Data Portal. The Performance reporting forms module has historically been referred to as “CAR IV” in the CTE Data Portal.

Each reporting form must be “finalized” to submit the data contained within the form to ADE. ADE will use only “finalized” data for any federal reports created using data submitted through the CTE Data Portal. If a form has been finalized, you may make changes to the data contained within the form before the deadline, but you must re-finalize/resubmit the form for the changes to be saved and used.

The CTE Accountability team oversees the CTE Data Portal. Please contact the team with any technical issues or questions regarding the web application or CTE data reporting in general.

#### 1.4 Race/Ethnicity Reporting

Race/Ethnicity reporting uses the categories and definitions based on the Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity that was issued by the Office of Management and Budget in 1997 (62 FR 58782; see: <https://www.govinfo.gov/content/pkg/FR-1997-10-30/pdf/97-28653.pdf>).

**American Indian or Alaskan Native** – A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.

**Asian** – A person having origins in any of the original peoples of the Far East, East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Black or African American** – A person having origins in any of the Black racial groups of Africa.

**Hispanic or Latino** – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.

**Native Hawaiian or 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.

**Two or More Races** – A person belonging to two or more racial groups.

**Race and/or Ethnicity Unknown** – A postsecondary student only who does not self-identify a race and/or ethnicity on a local information collection.

## 1.5 Special Populations

Special populations reporting uses the list in Perkins V Section 3(48). At the postsecondary level, the term “Special Populations” means:

- Individuals with disabilities
- Individuals from economically disadvantaged families
- Single Parents (including single pregnant women)
- Out-of-workforce individuals (formerly Displaced Homemaker)<sup>1</sup>
- English Learners
- Homeless individuals (as described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a))
- Youth who are in, or have aged out of, the foster care system<sup>2, 4</sup>
- Youth with a parent who is a member of the armed forces and is on active duty<sup>3,4</sup>

<sup>1</sup>The term “Out of Workforce Individual” means as (a) an individual who is a displaced homemaker as defined in section 3 of WIOA or (b) an individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills, or (c) is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of title IV of the Social Security Act no later than 2 years after the date on which the parent applies for assistance under such title, and (d) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

<sup>2</sup>Since postsecondary institutions primarily work with adults, there may be few students who qualify in this population. However, if a college has a dual enrollment program that allows youth (secondary students) to take college courses while still in high school, any secondary students need to be counted in all applicable categories.

<sup>3</sup>The “Youth with active military duty parents” population does not include active military duty students. Only students with a parent in the military on active duty should be counted here. Note that if a student is dual enrolled, then the student needs to be counted at both the secondary and postsecondary levels (see note 2).

<sup>4</sup>The term “youth” includes only students between the ages 14-24 in postsecondary Perkins V reporting. This definition of youth aligns with the definition provided in the Workforce Innovation and Opportunity Act (WIOA).

Homeless individuals, youth who are in or have aged out of Foster Care, and youth with an active military parent are additions to the special populations defined in Perkins V.

## Section 2 Enrollment Reporting

### 2.1 Participant and Concentrator Enrollment Reporting Form

CTE program enrollment is submitted annually; enrollment is submitted separately for both participants and concentrators. For enrollment reporting, provide the aggregate counts of students enrolled in CTE programs during the reporting year (immediate prior fiscal year). Students must be enrolled and have earned credit in the reporting year to be included in the Participant Enrollment reports. Students must be enrolled and meet the definition of concentrator to be included in the Concentrator Enrollment reports. The participant and concentrator enrollment forms are sometimes referred to as “CAR III”, especially within the CTE Data Portal application. Sample data reporting forms may be found near the end of this document.

For each enrollment report, data is tabulated by segment of the population and by career cluster. A sample reporting form is below, but please note that CTE Data Portal enrollment reporting form may appear differently:

Row	Populations	Unduplicated Number of Postsecondary Participants	Career Clusters (can contain Duplicated counts)															
			Agri. Food & Nat. Res.	Arts & Comm.	Bus. Mgmt. & Admin.	Education & Training	Finance	Gov. & Public Admin.	Healthcare	Hospitality & Tourism	Human Services	Information Technology	Law, Public Safety, Cor. & Sec.	Manufacturing	Marketing	STEM	Transp. Distr. & Logistics	
1	Grand Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>GENDER</b>																		
2	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>RACE/ETHNICITY (1997 Revised Standards)</b>																		
4	American Indian or Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	Black or African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	White	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>																		
12	Individuals With Disabilities (ADA)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	Individuals from Economically Disadvantaged Families	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	Individuals Preparing for Non-traditional Fields	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	Single Parents	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	Out of Workforce Individuals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	English Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	Homeless Individuals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	Youth in Foster Care	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	Youth with Parent in Active Military	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>ADDITIONAL INFORMATION</b>																		

### 2.2 General Rules for Enrollment Reporting

The following rules apply to both the participant and concentrator enrollment reporting forms.

- 2.2.1** For both participants and concentrators (separate reports), provide the unduplicated count of enrolled students for each segment of the population listed on the report form. In this instance, “unduplicated” means that a student should be counted only once in each sub-category, regardless of the number of CTE programs in which they are enrolled in the reporting year.

- 2.2.2** For the Unduplicated counts, count students only once in the grand total, gender, and race/ethnicity breakdowns, (i.e., a student is *either* Male OR Female; a student can be counted in only a single race/ethnicity sub-category).
- 2.2.3** For the Unduplicated counts, count students in each special population that applies (i.e., a student can be both an individual with a disability AND an individual from an economically disadvantaged family).
- 2.2.4** For both participants and concentrators (separate reports), provide the disaggregated count of students enrolled in programs in each career cluster listed on the report form. Disaggregated data by career cluster may contain duplicative data, meaning that students enrolled in programs in multiple career clusters should be counted in each cluster that applies.
- 2.2.5** Where a student’s gender is not Male or Female, or is unknown, prorate counts equally among Male and Female. Federal reporting limitations allow for only the Male or Female gender reporting options.
- 2.2.6** Count everyone enrolled that meets the definition of either Participant or Concentrator, including dual-enrolled high school students.
- 2.2.7** Count students in all CTE programs, including both Perkins-funded and non-Perkins-funded programs.
- 2.2.8** A student may be considered both a participant and a concentrator if they meet the definition of both participant and concentrator.
- 2.2.9** To determine concentrators using credits earned, students must be tracked for a total of five years including the reporting year and four prior years. Credit used to qualify a student as a CTE concentrator must have been earned within that five-year span. Credit earned before the five-year span may not be used, but students may qualify as a concentrator if they’ve earned the required number of credits within the five-year span.

Detailed, step-by-step technical instructions for using the data entry forms within the CTE Data Portal can be found in the “Click here for instructions” link near the top of each reporting form in the CTE Data Portal.



## Section 3 Performance Data Reporting

### 3.1 Postsecondary Performance Measures

Data for the Career and Technical Education postsecondary performance measures are collected in the Consolidated Annual Report (CAR IV). The measures are listed below. Detailed, step-by-step technical instructions for using the data entry forms within the CTE Data Portal can be found in the “Click here for instructions” link near the top of each reporting form in the CTE Data Portal. Sample data reporting forms may be found near the end of this document.

#### 1P1 Retention and Placement

**Numerator:** Of those in the denominator, number of CTE concentrators who, in the second quarter after program completion, remain enrolled in postsecondary education or advanced training, enter military service, volunteer in a national service program that receives assistance through the National and Community Service Act of 1990 or the Peace Corps, or were employed.

**Denominator:** Number of CTE concentrators who completed their CTE program in the reporting year.  
778

#### 2P1 Credentials, Certificate, or Degree

**Numerator:** Of those in the denominator, number of CTE concentrators who attained a recognized postsecondary certificate, degree, or credential during participation in a CTE program or within one year of program completion.

**Denominator:** Number of CTE concentrators who left their postsecondary education CTE program in the reporting year.

#### 3P1 Nontraditional Enrollment†

**Numerator:** Number of nontraditional CTE concentrators in a nontraditional CTE program in the reporting year.

**Denominator:** Number of CTE concentrators in a nontraditional CTE program in the reporting year.

† Nontraditional programs are those in which individuals from a single gender comprise less than 25% of the individuals employed in the related occupation or field of work. CTE program’s nontraditional gender can be found online at [www.azed.gov/cte/programs](http://www.azed.gov/cte/programs).

### 3.2 State Determined Levels of Performance (SDLP)

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>1P1 – Retention &amp; Placement</b>	35.00%	31.5%	35.25%	31.73%	35.50%	31.95%	35.75%	32.18%
<b>2P1 – Credential, Certificate, or Degree</b>	45.00%	40.5%	45.25%	40.73%	45.50%	40.95%	45.75%	41.18%
<b>3P1 – Nontraditional Enrollment</b>	22.00%	19.8%	22.25%	20.03%	22.50%	20.25%	22.75%	20.48%

Failure to meet 90% of the SDLP for any performance measure will result in the sub-recipient being placed in a Performance Improvement plan for that measure, see section 4 for more details.

### 3.3 Meeting Performance Measures

The State Determined Level of Performance (SDLP) is a measurable and quantifiable indicator of performance approved by the U.S. Education Department Office of Career, Technical and Adult Education (OCTAE). The state must attain the SDLP which increases annually.

If a subrecipient fails to meet 90% of the SDLP for any performance measure, the sub-recipient may be required to submit a Performance Improvement plan as part of their Perkins grant application. Failure to meet SLDP for three consecutive years will result in the postsecondary institution being placed on a Directed Improvement Plan with quarterly progress reports required as part of the improvement plan. ADE monitors all Perkins sub-recipients (both secondary and postsecondary) for compliance and quality.

### 3.4 Performance Data Forms

The performance data forms require subrecipients to report the numerator and denominator values for each of the postsecondary performance measures.

The grand total, gender, and race/ethnicity values should be *unduplicated*. This means that a student should only be counted once, regardless of the number of programs in which they are concentrators, and each student should be counted in only one (1) sub-category (i.e., a student is either Male OR Female). Race/Ethnicity reporting uses the [1997 revised standards](#). See summary of classification below.

Data for Special Populations and disaggregation by Career Cluster may be *duplicated*. This means that a student can be counted in more than 1 sub-category, if applicable. However, students that concentrate in multiple programs should still only be counted once for each applicable sub-category (i.e. a student may be considered an “Individual from Economically Disadvantaged Families” AND an “English Learner”, but should be counted only once in each of those sub-categories, even if they concentrate in more than one (1) CTE program; a student may be counted in both “Health Science” and “STEM” career clusters, but should be counted only once in each of those sub-categories, even if they concentrate in more than one (1) CTE program).

The Placement values may be *duplicated*. This means that a student can be counted in more than one (1) placement category, if applicable. However, students that concentrate in multiple programs should still be counted once for each applicable placement category.

### 3.5 Inclusion of Students in Performance Data

Description of Students	Rules
<b>Cohort of Students</b>	Students must be tracked for a total of five years including the reporting year and four prior years. Credit used to qualify a student as a CTE concentrator must have been earned within that five-year span. Credit earned before the five-year span may not be used, but students may qualify as a concentrator if they've earned the required number of credits within the five-year span.

<b>High School Students</b>	Include high school students in all counts, where applicable, even if the student’s high school will also be counting the student simultaneously. This includes all dual-enrollment programs. Students should be counted in as many categories as applicable.
<b>Participants</b>	The performance measures data should include only those students that meet the definition for a numerator or denominator and as such students that are participants, but not concentrators, are not included in performance measures data.
<b>Concentrators</b>	Include all concentrators in the performance measures data, where applicable. Count concentrators as many times as possible if the student is considered a concentrator in multiple programs (wherever a duplicate count is allowable). Please note that the definition of concentrator must be satisfied for each program for the student to be included more than once.
<b>Part-time students</b>	Include part-time students if they meet the definition of CTE concentrator and are included with the cohort of students for the reporting year. See “cohort of students” in this table for details.
<b>Gender is unknown or is not Male or Female</b>	<p>For instances in which Gender is required (Gender count for each measure), prorate unknown or other genders equally among Male and Female counts.</p> <p>For instances in which gender is disaggregated (3P1 Nontraditional Enrollment), there are multiple options available:</p> <ol style="list-style-type: none"> <li>1. Prorate unknown or other genders equally among Male and Female counts</li> <li>2. Exclude students <i>from disaggregated data</i> where the gender is neither Male nor Female. Please note that the Gender count must still equal the grand total for the measure.</li> </ol> <p>For nontraditional programs, designate the unknown or other gender as NOT the nontraditional gender.</p>

### 3.6 Field Definitions for Performance Data Forms

Field	Comments
Grand Total	<p>Enter the total number of students that should be considered in the numerator and denominator.</p> <ul style="list-style-type: none"> <li>Students should be unduplicated, meaning that they should be counted only one time, regardless of number of CTE program in which they are a concentrator/completer or the number of placement categories that may apply.</li> </ul>
Gender	<p>Total students broken down by gender (Male or Female).</p> <ul style="list-style-type: none"> <li>The sum of these should equal the grand total for both the numerator and denominator.</li> </ul> <p>All students must be counted as either Male or Female. Count should be unduplicated.</p>
Race/Ethnicity	<p>Total students broken down by race/ethnicity.</p> <ul style="list-style-type: none"> <li>Sum of each race/ethnicity should equal the grand total for both the numerator and denominator (including race 'Unknown').</li> <li>Count should be unduplicated, meaning that students should be counted only in one race or ethnicity category.</li> </ul> <p>See 'Race/Ethnicity Reporting' section for more details.</p>
Special Populations	<p>Students broken down by special population groups as outlined in Perkins V Section 3(48).</p> <ul style="list-style-type: none"> <li>Students should be counted in each special population that applies and as such is considered a duplicated count.</li> <li>Students should be counted only once if they concentrate in and complete multiple programs.</li> <li>Sum of special populations may not equal the grand total for the numerator and denominator.</li> </ul> <p>See 'Special Populations Reporting' section for more details.</p>
Career Clusters	<p>Students broken down by the career cluster that has been assigned to the CTE program that they have completed.</p> <ul style="list-style-type: none"> <li>Students should be counted in each career cluster that applies, meaning that if a student has completed multiple CTE programs that are in different career clusters, the student should be counted in each career cluster.</li> <li>Students should only be counted one time for each career cluster that applies, meaning that if a student completes multiple CTE programs within the same career cluster, they should only be counted once in that career cluster.</li> </ul> <p>Sum of career clusters may or may not equal the grand total for the numerator and denominator.</p>

### 3.7 Performance Measure: 1P1 Retention and Placement

#### Reporting Timeframe for 1P1 Retention and Placement

Due to the requirement that Retention and Placement data be collected in the second quarter after a CTE concentrator completes their CTE program, a 1-year lag exists between the reporting year and the year that data is submitted. The reporting year is the year that the CTE concentrator completes their program and will be one year prior to the year for which data is submitted.

If the CTE Program is completed...	Second Quarter after exit is...	Data is submitted... <i>in relation to when CTE program is completed</i>
07/01 – 09/30 (FY Q1)	01/01 – 03/31 (FY Q3)	After the next FY Q4
10/01 – 12/31 (FY Q2)	04/01 – 06/30 (FY Q4)	After the next FY Q4
01/01 – 03/31 (FY Q3)	07/01 / - 09/30 (Next FY Q1)	After the next FY Q4
04-01 – 06/30 (FY Q4)	10/01 – 12/31 (Next FY Q2)	After the next FY Q4

Data submitted in...	For Reporting Year:
Fall 2021	2020 (July 1, 2019 – June 30, 2020)
Fall 2022	2021 (July 1, 2020 – June 30, 2021)
Fall 2023	2023 (July 1, 2021 – June 30, 2022)

#### Numerator

Of those in the denominator, number of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education or advanced training, enter military service, a service program that receives assistance through the National & Community Service Act of 1990, the Peace Corps, or were employed.

#### Denominator

Number of CTE concentrators who completed their CTE program in the reporting year.

#### Frequently Asked Questions for 1P1 Retention and Placement

**Q: If a student has been accepted to a postsecondary institution, but has not yet enrolled, can they be counted as having continued in postsecondary education?**

**A: No, a student must be enrolled in a postsecondary institution to be considered placed in postsecondary education for this performance measure.**

**Q: Is a denominator required for the disaggregated data for postsecondary education by education level (certificate, Associate Degree, Baccalaureate Degree)?**

**A: No, a denominator is not required for data disaggregated by education level.**

**Q: Can I follow up with/contact all CTE concentrators at the same time?**

**A: To be considered for this indicator, a CTE concentrator must be considered placed in one or more of the eligible categories listed in the performance measure numerator in the second quarter after the concentrator completed their program. It is at the sub-recipient's discretion how data is collected from program completers.**

### 3.8 Performance Measure: 2P1 Credential, Certificate, or Degree

#### Reporting Timeframe for 2P1 Credential, Certificate, or Degree

In order to include students that attain a credential, certificate, or degree during participation in their CTE program or within one year after completion of their CTE program, a 1-year lag exists between the reporting year and the year that data is submitted. The reporting year is the year that the CTE concentrator completes their program and will be one year prior to the year for which data is submitted. This allows for a year-long window to pass from program completion to when data is submitted so that any credential attained by a CTE program completer within 1 year (365 days) of program completion can be included in the measure. Even if a CTE concentrator attains a credential, certificate, or degree during program participation/prior to program completion, they must still be counted in the correct performance measure data when submitted to ADE, which will be one year after program completion. Individuals must not be counted in multiple years data unless they complete a distinct CTE program in another year.

Data submitted in...	Reporting Year/Year Program was completed...	Credential must be attained by*:
Fall 2021	2020 (July 1, 2019 – June 30, 2020)	Program completion date + 365 days
Fall 2022	2021 (July 1, 2020 – June 30, 2021)	Program completion date + 365 days
Fall 2023	2022 (July 1, 2021 – June 30, 2022)	Program completion date + 365 days

\* If not attained during program completion

#### Business Rules

- “Recognized Postsecondary Credential” is defined as an industry recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the state involved or the Federal government, or an associate or baccalaureate degree.
- Students may be counted only once in the numerator or denominator, regardless of the number of credentials earned or programs completed (i.e., an unduplicated count).
- In the denominator, the term “left their postsecondary education program” means that the student completed the program or did not enroll in the same program in the following year.
- Students must be counted no more than once in a single reporting year, but the additional credential, certificate, or degree attainment within the same year may be reported in the disaggregated section of the 2P1 performance report.

#### Numerator

Of those in the denominator, number of CTE concentrators who attain a recognized postsecondary certificate, degree, or credential during participation in a CTE program or within 1 year of program completion.

#### Denominator

Number of CTE concentrators who left their postsecondary education CTE program in the reporting year.

## Frequently Asked Questions for 2P1 Credential, Certificate, or Degree

**Q: Are sub-recipients required to disaggregate data by type of credential, certificate, or degree?**

**A: No, sub-recipients are not required to disaggregate credential, certificate, or degree data by type.**

**Q: If a student completes the requirements for a credential, certificate, or degree, but does not actually receive the industry-recognized credential, certificate, or degree, can they be considered in this performance measure?**

**A: No, a student must receive the industry-recognized credential, certificate, or degree to be considered in the numerator of this measure. Students who may be eligible but have not received their credential, certificate or degree should not be counted.**

**Q: Can a student be counted in the performance measures for the year in which they complete their program if they've attained a credential, certificate, or degree during program participation/prior to program completion?**

**A: No, all concentrators must be counted in the appropriate fiscal year, regardless of when they attained their credential, certificate, or degree (within allowed timeframe). The appropriate fiscal year is the fiscal year following the year in which they completed their CTE program.**

**Q: What does "left their postsecondary education CTE program in the reporting year mean?**

**A: A concentrator is considered to have "left" their program if they do not re-enroll in the same program in the following year. This includes program completers and any student that does not continue in the program, even if they did not complete the program.**

**Example: Data submitted to ADE in Fall 2021 is for all concentrators that were enrolled in the program in 2020 but did not re-enroll in the same program in 2021 (FY 2020-2021). Credential attainment during program participation or within one year of program completion is recorded for these individuals.**

### 3.9 Performance Measure: 3P1 Nontraditional Enrollment

#### Reporting Timeframe for 3P1 Nontraditional Enrollment

This performance measure tracks CTE concentrator enrollment in nontraditional CTE programs and as such, the reporting year is the year for which data is submitted.

Data Submitted in...	Nontraditional Concentrator Enrollment for FY/PY (Reporting Year) ...
Fall 2021	FY 2021 (July 1, 2020 – June 30, 2021)
Fall 2022	FY 2022 (July 1, 2021 – June 30, 2022)
Fall 2023	FY 2023 (July 1, 2022 – June 30, 2023)

#### Nontraditional Programs

Nontraditional programs are those in which individuals from a single gender comprise less than 25% of the individuals employed in the related occupation or field of work. CTE program’s nontraditional gender can be found online at [www.azed.gov/cte/programs](http://www.azed.gov/cte/programs) by viewing the “CTE Program List” for a given year. A crosswalk for nontraditional programs can be found here: <https://cte.ed.gov/accountability/linking-data>.

A student is considered “nontraditional” if their gender matches the nontraditional gender designation for a CTE program. For instance, if a program is considered nontraditional for Females (such as Agriscience), then female students enrolled and those where gender is not male that are enrolled are considered nontraditional students.

#### Numerator

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

#### Denominator

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

#### Frequently Asked Questions for 3P1 Nontraditional Enrollment

**Q: How are students counted where gender is unknown or is not male/female?**

**A: ADE recognizes that postsecondary institutions may record student genders other than Male or Female, but all Federal reporting permits only Male or Female for all gender counts. For 3P1 Nontraditional Enrollment, postsecondary institutions may:**

- 1. Exclude all students where gender is not Male or Female from the performance measure.**
- 2. Prorate unknown genders equally among Male and Female gender counts.**
- 3. In cases where provided gender is not the traditional gender for a CTE program, count the provided gender as a nontraditional student in the numerator of this measure.**



## Section 4: Postsecondary Perkins Grant

### 4.1 Perkins Eligibility for Postsecondary Institutions

To be eligible to receive Perkins funding at the postsecondary level, subrecipients must:

- Offer career advisement
- Offer programs which support training for in-demand industries
- Ensure postsecondary instructor is qualified for the CTE program they are teaching
- Ensure work-based learning is included in program
- Involve industry in continuous improvement and decision making to ensure relevant content
- Ensure Professional Skills are integrated into the program
- Ensure the program is inclusive for all special populations as evidenced by recruitment efforts, availability of support services, and enrollment
- Provide documentation program is approved by the Higher Learning Commission

### 4.2 Creating and Implementing an Improvement Plan

If a postsecondary institution 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 postsecondary institution is required to create and implement an Improvement Plan. Per Section 123(a)(1) 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 Postsecondary institution Level of Performance to 90% of the State Determined Level of Performance (90% SDLP) for each performance measure.

According to Section 123(b) (1-5) of Perkins V, postsecondary institutions 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 postsecondary institutions with a Year 1 Improvement plan on any performance measure to monitor progress. If there is a Year 2 of an Improvement Plan, postsecondary institutions will receive increased GPS technical assistance and monitoring for implementing the Improvement Plan. 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.

The Improvement Plan must include the following:

- The core indicator(s) of performance for which the postsecondary institution 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.

### 4.3 Creating and Implementing a Directed Improvement Plan

If a Postsecondary institution fails to meet at least 90% of SDLP for one or more performance measure for three consecutive years, the postsecondary institution 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...”*

Postsecondary institutions 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 postsecondary institution performance on the measure(s) not met. Postsecondary institutions 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 postsecondary institution must:

- Report quarterly to ADE/CTE on progress.
- If the performance measure not met is nontraditional participation (4S1), the postsecondary institution 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 postsecondary institution failed to meet the 90% threshold.
- The postsecondary institution’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 5 Glossary

**Consolidated Annual Report** – (*also known as “CAR”*) The annual year-end report of career and technical education participant and concentrator enrollment and performance measure data. Postsecondary sub-recipients submit CAR data to the Arizona Department of Education which aggregates statewide data and submits a state-level report to the U.S. Department of Education – OCTAE. CAR data is typically due from postsecondary sub-recipients in the Fall of each year for the reporting period that ended on June 30 of that year. Please note that each reporting element may utilize a unique timeframe for which data is collected. CAR III and CAR IV refer to Enrollment Reporting and Performance Reporting, respectively.

**CTE concentrator** – At the postsecondary level, a CTE concentrator is a student who has earned 12 credits or more in a single CTE program or program of study (or has completed the program if the program consists of fewer than 12 credits; student must have earned college credit). 3 credits may be from academic courses. Students are tracked for five years including the reporting year and four prior years.

**CTE participant** – At the postsecondary level, a CTE participant is a student who completes 1 or more courses (and earns credit) in a career and technical education program or program of study in the reporting year. Credit must be awarded by the reporting institution (i.e., transfer credits, prior learning assessments, etc. do not apply to defining a participant).

**Office of Career, Technical, and Adult Education** – (*also known as “OCTAE”*) The U.S. Department of Education office responsible for the state’s adherence to the regulations defined in the Perkins act. OCTAE also provides support for state level education agencies and collects the consolidated annual report from ADE.

**Program of Study** – The term “program of study” means a coordinator, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that –

- (a) Incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965
- (b) Addresses both academic and technical knowledge and skills, including employability skills
- (c) Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area
- (d) Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)
- (e) Has multiple entry and exit points that incorporate credentialing
- (f) Culminates in the attainment of a recognized postsecondary credential

**State Determined Level of Performance** – (*also known as “SDLP”*) The State Determined Level of Performance (SDLP) is a measurable and quantifiable indicator of performance approved by the U.S. Education Department Office of Career, Technical and Adult Education (OCTAE). The state must attain the SDLP which increases annually.

## Sample Data Reporting Forms

Note: Sample reporting forms may appear slightly differently than actual data reporting forms in CTE Data Portal, but layout and row/column names remain the same.

### Sample Enrollment Reporting Form

The Enrollment reporting form is the same for both participants and concentrators (with the exception of wording in the column names). There are two separate forms for enrollment reporting – one for participant enrollment and one for concentrator enrollment.

Line	Population	Number of Postsecondary Concentrators	CAREER CLUSTERS																
			Agr. Food & Nat. Res.	Arch. & Const.	Arts, AV, Tech & Comm.	Business Mgmt. & Admin.	Education & Training	Finance	Govt. & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Information Technology	Law, Public Safety, Cor. & Sec.	Manufacturing	Marketing	STEM	Transp. Distr. & Logis.	Other (Specify)
1	<b>GRAND TOTAL</b>	*																	
<b>GENDER</b>			Header Row - No Information Entered Here																
2	Male																		
3	Female																		
<b>RACE/ETHNICITY (1997 Revised Standards)</b>			Header Row - No Information Entered Here																
4	American Indian or Alaskan Native																		
5	Asian																		
6	Black or African American																		
7	Hispanic or Latino																		
8	Native Hawaiian or Pacific Islander																		
9	White																		
10	Two or More Races																		
11	Unknown																		
<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>			Header Row - No Information Entered Here																
12	Individuals with Disabilities																		
13	Individuals from Economically Disadvantaged Families																		
14	Individuals Preparing for Non-traditional Fields																		
15	Single Parents																		
16	Out of Workforce Individuals																		
17	English Learners																		
18	Homeless Individuals																		
19	Youth In Foster Care																		
20	Youth with Parent in Active Military																		

## Sample Performance Reporting Form

The performance reporting forms are the same for each of the three performance measures with the exception of the numerator and denominator definitions. There are three separate forms for performance data reporting – one for each performance measure.

<b>Numerator definition:</b>							
<b>Denominator definition:</b>							
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL - UNDUPLICATED</b>			<small>System Generated</small>	<small>System Generated</small>	<small>System Generated</small>	<small>System Generated</small>
<b>GENDER</b>							
<b>Header Row - No Information Entered Here</b>							
2	Male						
3	Female						
<b>RACE/ETHNICITY (1997 Revised Standards)</b>							
<b>Header Row - No Information Entered Here</b>							
4	American Indian or Alaskan Native						
5	Asian						
6	Black or African American						
7	Hispanic or Latino						
8	Native Hawaiian or Other Pacific Islander						
9	White						
10	Two or More Races						
11	Unknown						
<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>							
<b>Header Row - No Information Entered Here</b>							
12	Individuals with Disabilities						
13	Individuals from Economically Disadvantaged Families						
14	Individuals Preparing for Non-traditional Fields						
15	Single Parents						
16	Out of Workforce Individuals						
17	English Learners						
18	Homeless Individuals						
19	Youth in Foster Care						
20	Youth with Parent in Active Military						
<b>CAREER CLUSTERS</b>							
<b>Header Row - No Information Entered Here</b>							
22	Agriculture, Food & Natural Resources						
23	Architecture & Construction						
24	Arts, A/V Technology & Communications						
25	Business Management & Administration						
26	Education & Training						
27	Finance						
28	Government & Public Administration						
29	Health Science						
30	Hospitality & Tourism						
31	Human Services						
32	Information Technology						
33	Law, Public Safety, Corrections & Security						
34	Manufacturing						
35	Marketing						
36	Science, Technology, Engineering & Mathematics						
37	Transportation, Distribution & Logistics						
38	Other: Please identify:						
<b>PLACEMENT</b>							
<b>Header Row - No Information Entered Here</b>							
39	Advanced Training						
40	Military Service						
41	National or Community Service, or Peace Corps						
42	Employment						
43	Postsecondary Education						
44	Certificate						
45	Associate Degree						
46	Baccalaureate Degree						
Additional Information:							

## Revision History

Date	Revision
August 2021	Addition to definition of CTE participant in definitions section. Added clarification that credit earned must be in a CTE course. Added clarification that credit is earned in reporting year and must be awarded by institution.
	Addition to definition of CTE concentrator in definitions section. Added that credit must be earned to be considered a concentrator if program consists of 12 or fewer credits. Added that students credit history for five years (reporting year plus four prior years) may be used when determining concentrators.
	Addition of definition of “course completion” in definitions section. Clarified that completing a course for purposes of CTE reporting means that the student earned credit and successfully passed the course as determined by the institution.
	Addition of definition of “reporting year” in definitions section. Clarified that reporting year may vary by report; confirm in each report instructions for reporting year.
	Added rule 2.2.9 in Enrollment Reporting section. Rule clarifies how concentrators are determined and mirrors definition in definitions section.
	Changed wording of numerator for 1P1 Retention and Placement in performance reporting section. Added “Of those in the denominator...”.
	Changed wording of numerator for 2P1 Credential, Certificate, or Degree in performance reporting section. Added “Of those in the denominator...” and clarified meaning of “left postsecondary education program”.
	Changed wording in both numerator and denominator of 3P1 Nontraditional Enrollment in performance reporting section. Clarified that CTE concentrators are counted rather than “students that concentrated in the reporting year”.
	Changed “Cohort of Students” definition in “Inclusion of Students in Performance Data” section to clarify how concentrators are determined and mirrors definition in definitions section.
	Added business rules to 2P1 Credentials, Certificate, or Degree. Added rule that students may be counted no more than once in the measure; added rule that program completion may be determined by institution and that award of a degree is not required.
Added sample reporting forms for Enrollment and Performance reporting.	