



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.

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

COMPLETER – At the state level, a student who has completed and passed the required number of courses in a single CTE program earning a minimum of one credit in each course. Internship, cooperative education, and diversified cooperative education courses are not included in defining a completer at the state level. At the local level, LEAs may define program completers using an alternative definition, but state level reports will use the state level definition.

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.

PROGRAM COMPLETER – See *COMPLETER*.

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 includes projects developed to market items or services from a variety of CTE programs on campus and provides direct experience with industry standards.