



INTENT TO APPLY PROCESS FOR THE STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21st CENTURY (PERKINS V)

CAREER & TECHNICAL EDUCATION

Secondary-level Arizona local education agencies – which includes public school districts, public charter districts, and private, non-profit charter schools – are eligible to apply for the Strengthening Career and Technical Education for the 21st Century (Perkins V) grant. The Perkins application process is outlined below:

1. Ensure that the program meets the Perkins V definitions of size, scope, and quality.
2. Ensure that the LEA has offered or will offer at least one CTE program, for a minimum of one year and using their own funding sources, that meets all program requirements.
3. Ensure that the LEA provides career exploration anytime in grades 5 - 9.
4. Submit the **Intent to Apply Form** to the Arizona Department of Education, division of Career and Technical Education no later than August 1st.
 - a. Applications (Intent to Apply forms) submitted prior to August 1st will be reviewed for the following fiscal year (allocations determined in the following Spring and fiscal year beginning the following July 1st). Application review takes approximately one year.
5. CTE Program Services will review the Intent to Apply Form and ensure that all program requirements are met. Use the following checklist to ensure that all elements are present:
 - a. The program must be on the Approved CTE Program List.
 - b. The program must deliver at least the first course of the coherent sequence of instruction with intent to deliver the second course of the sequence the following year.
 - c. The program must teach all state-designated program technical skills standards.
 - d. The program must be inclusive for all populations.
 - e. The program must be taught by an appropriately certified CTE teacher.
 - f. The program must have both professional skills, academic integration, and work-based learning embedded.
 - g. The program must offer an appropriate career and technical student organization.
6. If one or more program requirement is not present, CTE Program Services will work with the LEA to ensure that all requirements are met prior to final program approval.

Once program is in an approvable state, meaning program requirements are in place or will be in place prior to final approval:

1. LEA will receive invitations to quarterly CTE Administrator's Meetings – attendance is highly encouraged to receive timely updates from the ADE/CTE.
2. CTE Data & Accountability team will contact LEA to introduce assigned CTE Accountability Specialist and provide initial training in CTE data reporting – data is reported during application review period (prior to final approval) to ensure no student data is lost.
3. CTE Grants will contact LEA to introduce assigned CTE Grants Specialist and provide initial training on the comprehensive local needs assessment (CLNA).
4. CTE Fiscal Services will determine Perkins V grant allocation for Year 1 grant. Grant applications (budgets) are submitted via the ADE Grants Management Enterprise (GME) system once the LEA's allotment is determined and allocated.

SIZE, SCOPE, AND QUALITY FOR APPROVABLE CTE PROGRAMS

SIZE

Program enrollment supports a program coherent sequence in order to produce concentrators. Concentrators are students that have completed and passed two courses worth one credit each in an approved program sequence.

SCOPE

Offers the required coherent sequence as indicated on the approved secondary CTE Program List or approved local occupational program for the secondary CTE program/program of study and meets all requirements of an approved program: CTE certified teacher, teaches the program technical standard, embeds Professional Skills (employability) and work-based learning into curriculum, meets all performance measures (academic, graduation, non-traditional enrollment and completion, industry certifications, passing the technical skills assessment, and graduate placements), is inclusive of all special populations, offers a CTSO, provides Career Explorations to middle grades (any time during grades 5-9).

QUALITY

Meets the requirement of size and scope. Students pass the CTE Program Technical Skills Assessment, leads to industry credentials, stakeholder involvement, 51% of program time is spent hand-on such as labs, shops, etc., and adequate equipment and supplies are provided for optimum student learning.

HELPFUL CTE WEBSITE LINKS

CTE Program and Standards – www.azed.gov/cte/programs

- Approved CTE Program Lists
- Coherent Sequence for each program
- Teacher certification information by program
- Work-based Learning (WBL) information
- Technical skills and professional skills standards

CTE Data and Accountability – www.azed.gov/cte/data

- CTE data reporting guidelines
- Perkins grant performance measurement information

CTE Perkins V – www.azed.gov/cte/cte-perkins-v

- Federal Perkins V grant information
- Comprehensive Local Needs Assessment information

Year 0

Application Review Period

School year after LEA submits Intent to Apply form.

LEA submits data to ADE through the CTE Data Portal.

LEA does NOT receive Perkins or State Priority grant funding.

ADE reviews program for Perkins requirements.

ADE provides training for data reporting, CLNA, etc.

Year 1

LEA submits data to ADE through the CTE Data Portal.

LEA DOES receive Perkins and State Priority grant funding.

LEA attends quarterly CTEA meetings.

LEA attends CTE Data Portal and CTE Grants/CLNA training opportunities.

LEA is NOT subject to Perkins performance measures.

Year 2+

LEA submits data to ADE through the CTE Data Portal.

LEA DOES receive Perkins and State Priority grant funding.

LEA attends quarterly CTEA meetings.

LEA attends CTE Data Portal and CTE Grants/CLNA training opportunities.

LEA IS subject to Perkins performance measures.