



ARIZONA DEPARTMENT OF
EDUCATION

Federal Perkins V State Plan

In Fulfillment of the Requirements of the
Strengthening Career and Technical
Education for the 21st Century Act

OMB Control Number. 1630-0029

Arizona State Board of Education



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**Strengthening Career and Technical Education for the 21st Century Act
(Perkins V) State Plan**

COVER PAGE

A. State Name: Arizona

B. Eligible Agency (State Board of Education) Submitting Plan on Behalf of State:

Arizona Department of Education

C. Individual serving as the State Director for Career and Technical Education

1. **Name:** C. Kevin Imes

2. **Official Position Title:** State Director, Career and Technical Education

3. **Agency:** Arizona Department of Education

4. **Telephone:** 602-364-2211

5. **Email:** kevin.imes@azed.gov

D. Individual serving as the State Director for Career and Technical Education:

C. Kevin Imes

E. Type of Perkins V State Plan Submission - Subsequent Years (Check one):

New State Plan (FY 2024-27) - if an eligible agency selects this option, it will then complete Items F, G, and H.

State Plan Revisions (Please indicate year of submission: _____) - if an eligible agency selects this option, it will then complete Item F. Type of Perkins V State Plan Submission - Subsequent Years:¹

F. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – Subsequent Years:²

¹ Under section 3(18) the term eligible agency means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State.



No

G. Governor's Signatory Authority of the Perkins V State Plan:

H. Date that the State Plan was sent to the Governor for signature:

- The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.
- The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

I. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name)

C. Kevin Imes

Telephone:

602-364-2211

Signature of Authorized Representative

Date:



NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V.

In preparation for the revision of the State Plan for the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and to ensure that plan addresses current and pressing needs in the state, in September 2022 ADE/CTE sent a comprehensive survey to CTE stakeholders in the state, including teachers, administrators, school counselors, and representatives from other stakeholder groups, such as workforce development and postsecondary education. Recipients of the survey were asked to share the survey broadly with their contact groups to reach as many CTE practitioners as possible. ADE/CTE received 555 survey responses.

Respondent's Role Responses	Number of Responses	Percentage of Total
Teacher	384	69.2%
School District Administrators	85	2.2%
School Counselor	6	1%
Postsecondary System or Institution	13	2.3%
Workforce Dev. Agency or Center	6	1%
Business and Industry	17	3%
Elected Officials	2	0.3%
State Education Agency Employees	12	2%
Other	30	5.4%

When survey recipients indicated "Other" for their role in the CTE system, they were asked to specify their title. Some examples include:



- Professional Development Specialist
- Instructional Coach
- Education Non-profit staff
- School Board member
- College Professor
- District Internship Coordinator
- Apprenticeship Director
- School Nurse
- Arizona Registrar of Contractors Director
- Board of Nursing staff
- ACTEAZ Association staff
- District Compliance staff

Survey results were analyzed and aggregated by the responder's role in the CTE system. Categories of roles include Teacher, Administrator, Counselor, Representative (of a stakeholder group), and State Education Agency Employee. Respondents that indicated they served in more than one role were counted in each applicable category (Appendix A: Career and Technical Education Strategic Plan Survey Results, September 2023).

A comprehensive stakeholder's meeting, consisting of over 120 CTE administrators, local CTE Directors and representatives from the ten community colleges was held in November 2023. Members of the Arizona Department of Education/Career and Technical Education Unit delivered the previous Perkins Plan for their review prior to the meeting. In small groups, the stakeholders reviewed and discussed the State Determined Performance Levels of the plan and recorded comments and questions. The questions and comments were addressed, and the plan was revised. (Appendix B: Performance Measures)

In January 2024, a second stakeholder survey was presented to the Arizona career and technical education community (including, but limited to administrators, teachers, paraprofessionals, counselors, and support personnel), as well as members of the Arizona Workforce Development Boards and adult workforce development providers. Educational advocacy groups around the state, include career and technical education districts and their business and industry partners participated in the survey. The survey questions were framed around the current Perkins Plan, ensuring stakeholders were familiar with the current plan, including fiscal responsibility, accountability, and continuous improvement (Appendix A: Career and Technical Education Stakeholder Perkins Survey Results, January 2024).

The Arizona Quality Commission, which serves as the advisory board to the State Board of Vocational and Technical Education, was engaged during the Plan revision. This commission consists of business & industry, higher education, and community organizations and meets quarterly on an annual basis. Updates on the progress of the Perkins Grant is a standard agenda item for each meeting.



2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the state plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education and secondary career and technical education after consultation with the state agencies identified in section 122(e) (1)(A)-(C) of the act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(d)(14) of Perkins V)

Arizona has no State agency that oversees postsecondary community colleges. Representatives from postsecondary institutions were included in the development of the State Plan. Feedback was received from community college CTE Directors and staff. The plan for postsecondary funding will be 18% of the total local formula distribution. Arizona has received substantial increases in funding and, as such, the postsecondary funding has also increased. Postsecondary subrecipients must form a team to complete the Comprehensive Local Needs Assessment. This team must include representatives (college sites, industry and other required stakeholders) from within its district to complete the grant application and review the CLNA on an annual basis. The use of funds should relate to the findings of the needs assessment to enhance and improve Career and Technical Education programs relevant to their specific community.

Secondary subrecipients will receive 82% of the local formula distribution. The completion of a Comprehensive Local Needs Assessment is also required. A committee must be formed to complete the Comprehensive Local Needs Assessment. This team must include representatives (high school sites, industry and other required stakeholders) to complete the grant application and review the CLNA on an annual basis. The use of funds should relate to the findings of the needs assessment to enhance and improve Career and Technical Education programs relevant to their specific community. (Appendix C: Comprehensive Local Needs Assessment)

Arizona adult education does not receive any Perkins funding since they do not directly provide any Career and Technical Education programs.

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(a)(14) of Perkins V.)

A meeting of stakeholders was held in November 2023 to review the narrative, performance measures levels, and answer clarifying questions. Public hearings were held related to the work-based learning and compliance monitoring as they relate to revisions Arizona Perkins State Plan. The Plan was posted on the Arizona Department of Education's Career and Technical Education website on February 8, 2024, until April 15, 2024. A presentation was provided to the Arizona State Board of Education on January 22, 2024, to discuss the state determined proficiency levels. This was also an opportunity to answer and provide clarification to the Arizona State Board of Education prior to final approval. A meeting was held with the



community college CTE Directors and representatives on January 29, 2024, and then again February 1, 2024. Emails containing the link to the State Plan and state determined levels of performance were sent to CTE Administrators with instructions to share with their communities. The Association of Career Technical Education of Arizona (ACTEAZ), ACOVA and the Arizona Curriculum Connection provided the link to their members and requested they provide feedback. The secondary state determined levels of performance were posted on January 4, 2024, until January 19, 2024. (Appendix B: Performance Measures) Respondents had the opportunity to complete an online survey with the ability to add comments. A total of 147 online responses were received. Comments were reviewed by a committee of stakeholders, and modifications to the plan were made based on comments. Based on the feedback regarding the Technical Skills Performance State Determined Level of Performance level, modifications were made to that performance level. (Appendix B: Performance Measures)

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 12²(d) (1) of Perkins V)

- The in-demand CTE programs available to subrecipients are determined by the labor market data using the same methodology used for the State Workforce Board. Each in-demand CTE program has required program specific technical skills standards that are developed by employer representatives from that industry. Postsecondary recipients utilize the other workforce development services outlined in the WIOA plan. ADE/CTE will begin deeper collaboration with other services related to WIOA such as adult education, vocational rehabilitation, Title I/IVA involving well rounded education and college and career readiness. (Appendix D: Labor Market Data and Methodology)
- Title I-B training is limited to funding education programs deemed 'In- Demand' by the 12 local workforce boards. Boards must be 50% representatives of business.
 - Currently there isn't a policy requiring the local board selections to overlap with the state selections, but there is a requirement that local areas have alignment with the state overall.



- State Council selects In-Demand Industries & Occupations based on employer insight & labor market data. These selections will guide support for sector partnerships, model(s) for career pathways, etc. (Appendix D: Labor Market Data and Methodology)
- The Vocational Rehabilitation program uses labor market information to assist eligible individuals in identifying an employment goal that is appropriate for their skills, abilities, interests, and capabilities. The same information is then used to determine the services that must be provided for the individual to acquire the necessary skills/training, etc. required to achieve that employment goal. (Appendix D: Labor Market Data and Methodology)
- Yearly in-demand career regions and corresponding industry credentials will be identified by Arizona Commerce Authority for 4th year funding (either freshman or a students' first year after graduation – provide they have completed at-least 50% of a program prior to graduation). The regions will be reviewed annually to ensure they are indicative of the in-demand occupations in Arizona.

b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State and how the State's career and technical education programs will help meet those goals. (Section 122(d)(2) of Perkins V.

Beginning in the Fall of 2022 Arizona's Career and Technical Education vision and goals were developed by stakeholders from secondary, postsecondary, business and industry and community organizations through various meetings.

Vision: Every Arizona student has a developed career pathway.

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

- ADE/CTE will continue to implement career literacy framework, guidelines, and resources for k-12 including strategies, promotional materials, and professional development.
ADE will provide resources and strategies aimed at increasing enrollment, achievement, and program completion of special populations in secondary and postsecondary CTE programs.
- ADE will continue compliance and quality review of secondary CTE programs using the ADE/CTE Quality and Compliance Monitoring Document developed with stakeholder input.



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- ADE in collaboration with stakeholders, will continuously review and crosswalk academic and CTE program technical standards for the State Board of Education approval for academic credit at the secondary level.
- ADE/CTE will evaluate industry credentials, certifications, and/or licenses to ensure relevancy to Arizona 's industry and secondary and postsecondary CTE programs, through the process developed that includes application, internal review, and business/industry approval through the State Board of Education.
- ADE will provide resources and guidelines to subrecipients to build partnerships regarding all types of work-based learning.
- ADE, in collaboration with community partners, will continuously provide intentional, timely, and accessible professional development to secondary and postsecondary educators.
- ADE, in partnership with business and industry, will develop a targeted secondary and postsecondary teacher recruitment campaign.
- ADE will support secondary teacher retention efforts in collaboration with education stakeholders.
- ADE will promote career and technical education as one of the many pathways to purposeful and economically viable careers at the secondary and postsecondary levels.
- ADE/CTE works with the Arizona Department of Economic Security Apprenticeship Office to develop a formalized pre-apprenticeship plan for secondary students which includes postsecondary components and registered apprenticeship standards within the CTE programs. ADE/CTE has representation on the Arizona Apprenticeship Advisory Council consisting of representatives from business & industry (1), employee organizations (4), ADE (1 – non-voting), post-secondary institutions (1), workforce development organizations (1), AZ Industrial Commission (1), and the DOL Office of Apprenticeship (1 – non-voting).

c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (2011 U.S.C.3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C.3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

- Arizona does not have a state strategy for any joint leveraging of funds between CTE and the workforce development system. Both ADE/CTE and WIOA



collaborated on the Perkins V and WIOA state plans. ADE/CTE & the State Workforce Board now use the same In-Demand Industry & Occupation ranking model from Arizona's Office of Economic Opportunity. Although, currently, there are a few formal common strategies defined, both ADE/CTE and Adult Education/ADE (supported by WIOA funds) intend to increase collaboration. ADE/CTE and Adult Education/ADE (WIOA funded) have recognized the need and plan to identify a common language surrounding workforce development and providers. There is also a need and a plan being developed for a defined workforce continuum identifying all providers of workforce development with clear exit and re-entry points identified. Career literacy starting with kindergarten and continuing through adulthood is an essential part of the system. These two main tasks will help identify common strengths and challenges to strengthen a full-service workforce development system for Arizona. Arizona Job Connection Job Search site recruits employers in In-Demand Industries. AZ Pipeline is another resource available to match employers and employees. CTE students may use these websites to look for employment. (Appendix F: Career Literacy Standards)

- ADE/CTE and Adult Education/ADE both collaborate in the development and implementation of the Arizona Education Economic Commission. This collaborative work supports a public-private partnership between the Arizona Department of Education and the major industry leaders/sectors across Arizona to promote skill development, work-based learning experiences and economic development.
- ADE/CTE works with the Arizona Department of Economic Security Apprenticeship Office to develop a formalized pre-apprenticeship plan for secondary students which includes postsecondary components and registered apprenticeship standards within the CTE programs. ADE/CTE has representation on the Arizona Apprenticeship Advisory Council consisting of WIOA, the Department of Economic Security, Arizona at Work, Achieve 60 Arizona and other workforce development representatives.

d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each purpose under section 124(a) of the Act.

Required Uses of State Leadership Funds

(a) GENERAL AUTHORITY

From amount reserved under section 112(a)(2) each eligible agency shall-

(1) Conduct State leadership activities to improve career and technical education, which shall include support for-



(A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;

Funds will primarily be utilized to provide technical assistance and training for staff responsible for recruitment and educational services of non-traditional students. The Arizona Department of Education supports a contract for Project Change implemented through the University of Arizona. The focus of Project Change is to provide Career and Technical Education (CTE) professional development and resources to secondary, postsecondary, and special populations educators throughout Arizona regarding the participation of nontraditional students in CTE. They also provide targeted technical assistance and training for districts that are struggling to include non-traditional students in Career and Technical Education courses. Project Change also coordinates nontraditional recruitment events by partnering with other interested entities to recruit middle through high school students into nontraditional CTE courses.

The Arizona Department of Education will also provide professional development opportunities for grant recipients related to the needs of non-traditional students. For example, the CTE Data team has completed Opportunity Gap Reports which identify gaps in special populations including non-traditional at the district, school and program level. A few professional development opportunities have been provided on using the data to make decisions. We are planning more targeted professional development opportunities.

The ADE/CTE staff member (School Counselor Specialist) provides support, technical assistance and leadership relating to the recruitment and successful participation of special populations students in CTE programs. The school counselor specialist is shared with the Exceptional Student Services Program within ADE which facilitates collaboration between programs. This position also oversees the Educational Career and Action Plans (ECAP) submitted by the secondary subrecipients. The ECAPs has been given more emphasis on a student's career and postsecondary education plans. The state will develop data analysis systems for the local subrecipients related to special population students' entrance into and successful participation in CTE programs.

(B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;

The Arizona Department of Education will continue to utilize State Leadership funds to support two entities' participation in career and technical education (CTE). The Arizona State Schools for the Deaf and the Blind and Arizona Juvenile Corrections both receive grant funding to support student participation in CTE. The Arizona State Schools for the Deaf and the Blind primarily utilizes funds to prepare students for participation in CTE



classes, to support student participation in actual CTE courses through adaptation equipment and/or support personnel. Students attend approved CTE programs at a local Career and Technical Education District or a local school district offering CTE programs. However, attention and resources are being used to develop CTE programs on campuses specifically designed for students with vision and hearing impairments. Arizona Juvenile Corrections implements their own CTE courses such as welding, cosmetology, culinary, construction and automotive technologies. Funds will be utilized to pay primarily for instructional staff professional development, material copies needed for programs and program specific instructional materials. As more entities that deliver CTE to specific special populations reach out for Perkins funding, ADE/CTE will work with those entities to develop appropriate CTE curriculum for their population. There is no other state funding source for CTE programs at these institutions.

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

The Arizona Department of Education will partner with the Association of Career & Technical Education of Arizona (ACTEAZ) to administer the career and technical education conference held in Tucson on an annual basis. This conference is focused on professional development for CTE teachers, administrators, school counselors, special education teachers, and postsecondary instructors and administration along with support personnel who benefit from participation in the numerous workshops focused on CTE.

Statewide Leadership funds will be utilized to support professional development opportunities such as those provided by the Premier Series project. The Premier Series will provide statewide (including rural areas) courses such as instructional best practices and classroom management to support the induction and retention of teachers and administrators in career and technical education programs. The Arizona Curriculum Connection provides CTE program specific scope and sequence, lesson plans, and professional development to assist teachers in curriculum development.

ADE has also developed a team that will focus on all teacher recruitment and retention for Arizona. CTE will collaborate with that team to share resources and strategies.

(D) technical assistance for eligible recipients; and

Statewide Leadership funds will be utilized to support both secondary and postsecondary CTE Administrators by convening CTE Administrators' meetings four times a year. Arizona CTE Administrators' meetings provide an opportunity for grant recipients to receive training and technical assistance provided by the Arizona Department of Education's Career and Technical Education Unit. Funds are also utilized by CTE Program Specialists to travel onsite to meet with grant recipients and provide



locally focused feedback and technical assistance. Various professional development activities are provided to secondary and postsecondary teachers through specialized workshops based on state program standards; focus is based on technical skills assessment data and industry trends including technical skills and technology within a career pathway. Professional development is planned according to feedback from teachers and industry data. The ADE State Director for CTE will meet monthly with ACOVA and ACTEAZ, the State organization for CTE administrators and teacher professional development respectively, to advise them of relevant ADE actions and receive feedback from them on the policies and procedures developed by ADE/CTE. ACOVA and ACTEAZ also will relate to the State Director any issues from the field to assist ADE/CTE in addressing those issues.

(2) report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A) and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).

Statewide Leadership funds will be utilized to support the Arizona CTE Data Portal application which acts as the data hub for Arizona CTE programs. The data portal will contain all required data elements mandated through Perkins accountability reporting, including state determined levels of performance. The CTE Data Portal will also include numerous reports that both the Arizona Department of Education and grant recipients can utilize to analyze performance. ADE/CTE will develop state level reports in order to analyze participation by special population students across all the major data elements (enrollment, concentrators, completers, placement and accrual of credentials). This data will enable ADE/CTE and subrecipients to be more effective in strategic planning for eliminating barriers and ensuring equitable opportunities for all students.

2. Implementing Career and Technical Education Programs and Programs of Study

a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

The Arizona Department of Education Career and Technical Education unit (ADE/CTE) will:

- annually review postsecondary recipients' list of programs offered through each community college to ensure program alignment with local labor market data. (Appendix D: Labor Market Data and Methodology)
- ensure postsecondary programs are of sufficient length and quality to meet specific industry standards leading to industry recognized credentials



resulting in employment in that industry. (Appendix E: Industry Credential Approval Process)

- ensure postsecondary programs meet WIOA criteria for approval for Local Workforce Development Board to be added to the Eligible Training Provider List (ETPL) (Appendix I: CTE Program Lists)
- produce a list of program credentials vetted by industry and aligned with postsecondary program credentials which may provide opportunities for secondary student attainment leading to post high school placement.
- produce a list of CTE approved programs for secondary recipients every two years based on State labor market information provided by Arizona Office of Economic Opportunity. (Appendix D: Labor Market Data and Methodology)
- support secondary CTE in the development of program standards as determined by a committee of program specific representatives from the related business or industry.
- require each secondary specific program/program of study to consist of a minimum of two (2) courses in its program coherent sequence for secondary recipients.
- allow and encourage secondary subrecipients the option of adding more courses to their program coherent sequences.
- support program specialists in providing professional development to support all secondary programs and standards.
- provide a secondary approved programs list that will have a description to guide the subrecipient's institution in choosing programs or programs of study. (Appendix I: CTE Program Lists)
- provide a process whereby secondary subrecipients can submit a needs assessment that includes local/regional labor market data to apply for a Local Occupational Program (LOP) that is focused on meeting the needs of the subrecipient's community. (Appendix D: Labor Market Data and Methodology) (Appendix I: CTE Program Lists)
- support the innovation of fully integrated Career Pathways academies that provide multiple entry and exit points to careers based on local need and alignment of secondary and postsecondary programs. For example, Central Arizona College pre-employment pathway where secondary school students can participate in concurrent enrollment in the construction science



technology fields leading to industry credentials, a community college certificate, apprenticeships, associate degrees, and baccalaureate degrees as well as employment. (Appendix E: Industry Credential Approval Process)

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

i. promote continuous improvement in academic achievement and technical skill attainment:

ADE/CTE will

- collect data based on the statewide assessment for academic attainment in math, reading and science and use that data to provide technical assistance to subrecipients to increase academic achievement through CTE programming.
- develop a process to embed academic standards into programs/ programs of study by cross-walking academic standards and technical standards in collaboration with the Arizona Department of Education's K-12 Standards Department.
- develop a state technical skills assessment for each approved secondary CTE program. Technical Skills Assessments item bank will be revised on a rotating basis every three to five years and will convene CTE instructors to develop assessment items.
- include business and industry in the development of state technical standards for each approved secondary CTE program or program of study.
- postsecondary standards are developed in conjunction with local and national industry needs or based on 3rd party credential standards.
- encourage and support innovative Career Pathways academies based on local initiatives that fully integrate academics within a CTE pathway as an integral part of that Career Pathways academy.

To be eligible for Secondary Perkins funding, subrecipients must:

- Provide Career Explorations to the middle grades based on the statewide adopted career literacy standards (any time during grades 5-9) (Appendix F: Career Literacy Standards)



- Offer at least one approved CTE program.

Program approval and funding will be based on the following criteria:

- Must be taught for one year.
- Appears on the approved secondary CTE Program List or is an approved Local Occupational Program (Appendix I: CTE Program Lists).
- Delivers the program coherent course sequence.
- Have an appropriately CTE certified teacher teaching the program.
- Addresses and aligns with all the program's technical standards.
- Is inclusive for all special populations as evidenced by recruitment efforts, availability of support services, and enrollment.
- Involves industry in decision making through advisory committees and partnerships.
- Ensure Professional Skills and work-based learning are embedded into the program (Appendix G: Work-based Learning Guide) (Appendix J: Professional Skills);
- Meets all Performance Measures, when appropriate (Appendix B: Performance Measures).

To be eligible for Postsecondary Perkins funding, 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 and professional skills are included in the program.
- involve industry in continuous improvement and decision making to ensure relevant content.
- 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.

Both secondary and postsecondary subrecipient programs will be monitored annually by reviewing the presence of the elements of an approved program. Secondary School monitoring for compliance and quality will occur on a five-year rotating basis. Programs that do not meet compliance for a specific indicator will have thirty days to submit documentation of compliance for that indicator. Programs that do not meet the State Determined Level of Performance (SDLP) on performance measures will submit an improvement plan to their grant application. If a program fails to meet the SDLP for the same performance measure for three consecutive years, a directed improvement plan must be submitted to their grant application. Quarterly reports must be submitted regarding progress on the directed improvement plan. ADE/CTE will provide technical assistance to subrecipients under improvement plans to ensure improvement. (Appendix B: Performance Measures) (Appendix H: Monitoring documents)

ii. expand access to career and technical education for special populations;

ADE/CTE will:

- provide disaggregated data reports and professional development to educate subrecipients, and CTE associated personnel (CTE administrators, school counselors, caseworkers, teachers/faculty, site administrators, district personnel), regarding availability of CTE programs and strategies for inclusion of special populations in those programs.
- support a state School Counselor Specialist who will provide professional development to school counselors and others who may have an influence over student CTE course selections and enrollment.
- provide a CTE Methods of Administration (MOA) Coordinator/Grant Program Specialist who will monitor secondary and postsecondary compliance.
- provide professional development for special education caseworkers, postsecondary disabled student resources advisors and CTE teachers/faculty to increase enrollment and completion for special population students.



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- collaborate and share data with other Arizona Department of Education departments serving special populations such as homeless, foster care, and migrant.
- employ a ADE/CTE staff member (School Counselor Specialist) to provide support, technical assistance and leadership relating to the recruitment and successful participation of special populations students in CTE programs. The school counselor specialist will be shared with the Exceptional Student Services Program within ADE which facilitates collaboration between programs. This position will also oversee the Educational Career and Action Plans (ECAP) submitted by the secondary subrecipients. The ECAPs focus on a student's career and postsecondary education plans. The state has a data analysis system for the local subrecipients related to special population students' entrance into and successful participation in CTE programs. The CTE Methods of Administration (MOA) Coordinator/Grant Program Specialist will provide in-depth professional development and technical assistance in the utilization of the new data analysis systems by local subrecipients.

Postsecondary institutions will:

- develop strategies to encourage special populations students to self-identify and seek appropriate student services to assist in successful completion of a CTE program/program of study. For example, work with vocational rehabilitation counselors to encourage participants in vocational rehabilitation to self-identify.
- will collaborate with secondary school counselors and special education staff to promote self-identification of educational needs to students and their parents during transition planning to postsecondary education.

iii Support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

ADE/CTE refers to employability skills as Professional Skills. These skills were developed by business and industry across Arizona. Through professional development opportunities provided by ADE/CTE, the subrecipients will have the opportunity to participate in developing strategies to integrate the Professional Skills into CTE programs and career pathways. Rubrics have been developed for each Professional Skill standard and can be utilized by subrecipients to evaluate



student level of attainment of each Professional Skill standard. (Appendix J: Professional Skills)

c. Describe how the eligible agency will—

i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities), and guidance and advisement resources, available to students (and parent, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

ADE/CTE will:

- maintain a website with valid information accessible to all subrecipients and the public that will provide information on all aspects of CTE programs. Google translator is available for general information.
- publish the Perkins V State Plan as approved.
- ensure Office for Civil Rights (OCR) reviews are conducted by the ADE/CTE unit.
- monitor the accessibility of CTE programs for all students.
- provide multiple communication venues for stakeholders to access information.
- update subrecipients on a quarterly basis regarding new program standards approved by the Arizona CTE Quality Commission.
- offer quarterly meetings to secondary and postsecondary CTE administrators to provide updated information.
- professional development on all aspects of a subrecipient's accountability for Perkins, as well as, information and regulations regarding Perkins implementation and programming.

ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;



- Secondary CTE program standards will be developed by business and industry committees consisting of representatives of that specific industry and CTE program teachers.
- ADE/CTE will monitor all Secondary CTE programs to ensure they are meeting all the requirements for an approved CTE program and are of sufficient size, scope, and quality.
- ADE/CTE will provide Postsecondary Program Specialists to facilitate collaboration between secondary and postsecondary recipients who will monitor all postsecondary programs for compliance.
- ADE/CTE will offer innovative grants focused on collaboration between secondary and postsecondary for career pathways and programs of study that are replicable across the state. (Appendix H: Monitoring documents)

iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

ADE/CTE will:

- produce a list of CTE secondary approved programs every two years based on State labor market information provided by the Arizona Office of Economic Opportunity. (Appendix D: Labor Market Data and Methodology)
- provide program descriptions to guide the subrecipient's institution in choosing programs or programs of study.
- provide an application for approval by the ADE/CTE for a Local Proposed Occupational Program (LOP) that is focused on meeting the needs of the subrecipient's district and community based on the comprehensive local need's assessment and local labor market data. (Appendix D: Labor Market Data and Methodology)
- seek input from WIOA plan, Arizona Commerce Authority and Arizona Workforce Board concerning programs approved and offered
- postsecondary recipients will annually provide ADE/CTE with a list of all programs offered at their sites based on local labor market data



and meet WIOA criteria for approval by Local Workforce Development Board to be added to the Eligible Training Provider List (ETPL). (Appendix D: Labor Market Data and Methodology) (Appendix I: CTE Program Lists)

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

- Office for Civil Rights (OCR) reviews conducted by the ADE/CTE unit, will continue to monitor the accessibility of CTE programs to all students, and the availability of communication for ADE/CTE with stakeholders.
- ADE/CTE will provide a CTE Methods of Administration (MOA) Coordinator/Grant Program Specialist who will monitor subrecipient compliance aligned to OCR.
- ADE/CTE will utilize a State School Counselor Specialist who will provide professional development to school counselors and others who may have an influence over student course selections of special populations of a subrecipient.
- subrecipients will conduct a biennial Comprehensive Local Needs Assessments to examine data for participation in CTE assessments, acquisition of industry credentials, and successful program completion of participating special populations. (Appendix E: Industry Credential Approval Process)
- the Perkins application will reflect results of that data in determining the subrecipient's goals.
- professional development will be designed and implemented by ADE/CTE for both secondary and postsecondary CTE administrators, school counselors, site administrators, and district leaders to assist with devising strategies for the removal of barriers for special populations. (Appendix C: Comprehensive Local Needs Assessment)

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

ADE/CTE will continue to collaborate with the Arizona Workforce Board, Arizona Commerce Authority on alignment of programs/programs of study based on labor market data. ADE/CTE and WIOA have recognized the need and plan to identify



a common language surrounding workforce development and providers. There is also a plan being developed for a defined workforce continuum identifying all providers of workforce development with clear exit and re-entry points identified. These two main tasks will help identify common strengths and challenges to strengthen a full-service workforce development system for Arizona. (Appendix D: Labor Market Data and Methodology)

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

Program specialists will convene and participate in statewide advisory council meetings to include secondary, postsecondary, business and industry representatives. These councils will review applications for inclusion on a State-approved list for industry certifications. The council will determine whether the industry certification is applicable to industry in Arizona and if it aligns with secondary and postsecondary curriculum.

ADE/CTE:

- will provide for secondary and postsecondary collaboration through joint professional development opportunities
- will work with stakeholders to develop examples of the entry and exit points for careers within each career cluster.
- will collaborate with statewide partners to bring information about industry certifications to all stakeholders.
will require work-based learning as an element for an approved CTE program/program of study. (Appendix G: Work-based Learning Guide)
- will monitor programs to ensure work-based learning is incorporated into the program delivery. (Appendix G: Work-based Learning Guide) (Appendix H: Monitoring documents)
- will provide a work-based learning guide to subrecipients to increase the understanding of approved types of work-based learning experiences. (Appendix G: Work-based Learning Guide)
- will post the Work-based Learning Guide on the ADE/CTE website.
- ensure work-based learning is reflected in the grant application.



vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

ADE/CTE will:

- provide data on outcomes and performance gaps with special populations in relations to non-special populations outcomes and performance.
- identify practices of excellence for implementation with special populations
- offer focused professional development for instructors:
 - to increase the instructor's knowledge, skills and ability as it relates to the CTE program standards;
 - to address all student performance gaps and deficiencies;
 - by outside agencies and associations to develop and implement strategies and practices that increase student engagement and participation; and
 - to provide resources for instruction in CTE programs across the State.
- convene advisory groups that represent a variety of stakeholders and business and industry representatives to guide ADE/CTE in providing professional development with the goal of improving outcomes for all students, including special populations.
- collaborate with the units within the Arizona Department of Education such as Exceptional Student Services, Foster Care, Homeless, Migrant and other identified groups, to create professional development opportunities for CTE instructors to gain strategies to assist special population students within their classroom settings.

i. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

ADE/CTE will support subrecipients in their efforts to offer a variety of opportunities including:



- dual or concurrent enrollment programs;
- early college high school; or
- competency-based education.
- collaborating with postsecondary community colleges to determine strategies to increase dual enrollment, offer credit for prior learning, and articulated credit to secondary students.

Opportunities for dual or concurrent enrollment programs, early college high school, or competency-based education will be a local decision and will depend on the community college district the subrecipient resides in as Arizona has no statewide articulation agreement. ADE/CTE will provide opportunities for collaboration regarding best practices in forming meaningful partnerships aligned to the local community needs to facilitate successful dual or concurrent enrollment programs, early college high school, or competency-based education.

e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

- Representatives of all stakeholder groups are involved in the development of the State Plan, in statewide program advisory committees, and local advisory committees.
- ADE/CTE requires subrecipients to form a local advisory committee consisting of all stakeholder groups to review a subrecipient's needs assessment and program evaluations. This committee will assist in determining the goals and expenditures on the local application.
- The Comprehensive Local Needs Assessment will serve as master document in the planning, implementation, and evaluation of the career and technical education programs of the subrecipient. (Appendix C: Comprehensive Local Needs Assessment)
- All secondary CTE program standards will be approved by the Arizona Quality Commission consisting of members from labor organizations, business and industry, community organizations (Chamber of Commerce, Arizona Business and Education Council, etc.), and secondary and postsecondary representatives.



- In the development of CTE program-specific standards, representatives from business / industry and teachers will be convened to review and revise program standards on a rotation basis of every 3-5 years.

f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.

Appendix K: Local Grants Application Questions

g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134© of Perkins V.

Appendix C: Comprehensive Local Needs Assessment

h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Secondary recipients:

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). (Appendix G: Work-based Learning Guide) (Appendix I: CTE Program Lists) (Appendix J: Professional Skills)

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. (Appendix E: Industry Credential Approval Process)

Postsecondary recipients:



Size: Enrollment supports a program of study whose concentrators have earned at least 12 credits within a career and technical education program or completes a program which encompasses fewer than 12 credits (or the equivalent in total) to fulfill the State's need in a high skill, high wage or in-demand occupation as determined by either state or regional labor market data. Three credits may be from academic courses. (Appendix D: Labor Market Data and Methodology)

Scope: Offers career advisement, appropriately certified instructor, work-based learning and professional skills are embedded into the curriculum and the program is inclusive of all special populations. Demonstrates connection to labor market to fulfill needs in high skill, high wage, or in demand industries. (Appendix D: Labor Market Data and Methodology) (Appendix G: Work-based Learning Guide) (Appendix J: Professional Skills)

Quality: Programs/programs of study are coordinated rigorous non-duplicative sequence of academic and technical content, sufficient course sections that lead to industry recognized credential, certificates and degrees content aligned with challenging academic standards. Provide students opportunities to earn industry recognized credentials, certificates, or degrees. Maintain accreditation. Postsecondary recipients must meet State Determined Levels of Performance (retention and placement, credential, certificate or degree, and nontraditional enrollment). (Appendix E: Industry Credential Approval Process)

3. Meeting the Needs of Special Populations

a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are member of special populations—

i. will be provided with equal access to activities assisted under this ACT;

ADE/CTE will:

- provide professional development to subrecipients, and CTE associated personnel (CTE Administrators, school counselors, caseworkers, teachers, site administrators, district and postsecondary personnel), who are responsible for assisting students in course selection. This will occur during the ACTEAZ/ADE summer conference through multiple sessions coordinated by the School Counselor Specialist and members of ADE Exceptional Student Services.



- provide professional development and training to Special Education caseworkers, school counselors, postsecondary disabled student resource personnel and other school personnel involved with special populations to increase the understanding of CTE programs including how those programs increase employability for special populations.
- monitor subrecipient's continuous notification of CTE program opportunities and appropriate school counseling/advising practices of course selection. (Appendix H: Monitoring documents)
- ADE/CTE will consult with state and national organizations to learn best practices to share with subrecipients via professional development and technical assistance.

ii. will not be discriminated against on the basis of status as a member of a special population;

There will be a review of data collected from subrecipients regarding efforts toward non-discrimination of special populations. Office of Civil Rights reviews will show the percentages of students in special populations that are being served in CTE programs. A total of seven OCR secondary level reviews will be conducted annually with one postsecondary conducted every other year. This data will be shared with subrecipients to assist them in understanding their current reality with the goal of helping them improve outcomes of special populations in CTE programs.

This data will provide opportunities for outside agencies and associations to develop and implement professional development that addresses student engagement, participation, and performance, and provide resources for instruction specific to special populations in CTE programs across the State.

Additionally, all subrecipients will be required to include an annual and continuous non-disclosure statement on all publications advising students, parents, employers, and the general public that all CTE opportunities will be offered without regard to race, color, national origin, sex, or disability. This will be monitored during program reviews. (Appendix H: Monitoring documents)

iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;



Through review of data from the Technical Skills Assessment (TSA) and the Consolidated Annual Reports, each CTE Program Specialist will offer focused professional development for instructors:

- to increase the instructor's knowledge and skills related to the CTE program standards.
- to address student performance gaps and deficiencies including special populations.
- to provide opportunities for outside agencies and associations to develop and implement professional development that addresses student engagement, participation, and performance.
- to provide resources for instruction specific to special populations in CTE programs across the State.

iv. will be provided with appropriate accommodations; and

Subrecipients will ensure that teachers are aware and adhere to the appropriate specific accommodations or modifications for the special population students as needed for those enrolled in their courses.

Subrecipients will assist teachers by providing essential resources as needed by the special population group.

ADE will collaborate with the units within the Arizona Department of Education such as Exceptional Student Services, Foster Care, Homeless, Migrant and other identified groups for the purpose of creating professional development opportunities for CTE teachers/instructors to focus on developing strategies to decrease performance gaps.

ADE will provide multiple opportunities for teachers to attend professional development including webinars to help subrecipients to understand and analyze data, identify root causes, and develop strategies to eliminate barriers and to decrease achievement gaps for special populations.

v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

ADE/CTE supports Work-Based Learning (WBL) opportunities by:

- providing a WBL guide to subrecipients.



- providing a WBL course selections aligned to each approved CTE program as part of a coherent sequence of instruction.
- collaborating with subrecipients to develop and implement processes for addressing necessary accommodations/ modifications or other support for special population students before they are placed into work-based learning situations.
- providing strategies for successful open communication between the subrecipient's personnel responsible for WBL and the employer, to provide optimal opportunities for success of the special population student. (Appendix G: Work-based Learning Guide)

4. Preparing Teachers and Faculty

a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

ADE will:

- develop a teacher recruitment campaign in partnership with business and industry professionals that will target high need positions.
- form a committee of educators and business and industry representatives to determine target audiences that will be essential to reach and to inform about the opportunities of teaching CTE programs.
- ensure that information in the recruitment campaign will include the secondary and postsecondary CTE teacher certification requirements, resources, and support for new teachers, such as the Premier Series courses (see link below). Premier Series courses are developed to train teachers from business and industry, or a non-CTE academic teaching a career and technical education program, educational pedagogy such as: instructional best practices, classroom management, program management, the benefits and uses of CTSOs (Career and Technical Education Student Organizations), meeting the needs of special populations students, and lab management. This series of courses, developed in collaboration with ADE/CTE, to identify gaps in certification requirements, will be funded through the Perkins V leadership and/or reserve funds. (Appendix L - Secondary Certification Rules) (Appendix M - Postsecondary Certification Rules)



(Premier Series - <https://www.acteaz.org/premier-series/>)

(Arizona CTE Curriculum Consortium - <https://www.ctecaz.org/>)

- continue to support via Perkins V Leadership and/or reserve funds, the efforts of the Arizona CTE Curriculum Consortium (see link below). This consortium develops all approved CTE program's scope and sequence to align with and support the required evidence to meet program monitoring Standards-Aligned and Integrated Curriculum and Engaging Instruction, indicator 1a and 1b, as written in the ADE CTE Quality and Compliance Monitoring Document, framework, blueprints, and detailed lesson plans to assist teachers with instruction. The lesson plans contain all the essential elements of classroom instruction. The Arizona CTE Curriculum Consortium strives to be the premier educational model for professional development, CTE curriculum, and academic and industry integration. They empower teachers to prepare students for career success by providing relevant engaging web based lessons. Teachers can easily navigate through the system to utilize what best suits them. The Arizona CTE Curriculum Consortium empowers teachers to prepare students for college and career success by providing well designed, relevant, and engaging lessons aligned to current state standards. Universal access to blueprints and high quality instructional materials with clear objectives will enable teachers to feel confident in their instruction thus leading to higher retention rate amongst teachers. The ability for teachers to collaborate and develop through high quality professional development leads to teacher satisfaction and retention. (Arizona CTE Curriculum Consortium - <https://www.ctecaz.org/>)
- provide professional development to subrecipient CTE administrators, whether they are full time CTE administrators or other administrators, school counselors, and other support personnel that have the oversight of CTE programs, as well as scheduling students into CTE programs. This professional development will allow them to become familiar with the components of a CTE program to assist new teachers with program management and how the Premier Series courses will benefit new teachers. This professional development will give the CTE administrator the tools necessary to retain CTE teachers. Administrators may also require teachers to retake the courses if they feel that they need further instruction. It will also help other personnel to appropriately place students into CTE programs.



- partner with regional associations and organizations such as the International Brotherhood of Electrical Workers or human resource departments in various trades to develop regional recruitment plan for retirees or anyone leaving the workforce due to physical limitations.
- support teacher retention efforts in collaboration with education stakeholders. The Arizona Curriculum Consortium works with experienced teachers to develop program scope and sequence, complete lesson plans including supplemental resources, and assessments. Professional development is provided to teachers to guide them through the lesson delivery process and the specific components of the lesson.
- encourage subrecipients to survey CTE teachers leaving the field to determine the causes for leaving.
- identify retention barriers and lead efforts to address those barriers at the secondary and postsecondary levels.
- identify support strategies to enable CTE administrators or site administrators to increase teacher retention at the secondary and postsecondary levels.

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

a. each eligible recipient will promote academic achievement;

The secondary and postsecondary career and technical education grant applications specifically address this element and must be completed fully before grant approval is given. Grant recipients must provide narrative (based on their Comprehensive Local Needs Assessment) (Appendix C: Comprehensive Local Needs Assessment) regarding all the following elements:

- how subrecipients will utilize Perkins funds to plan and carry out elements that support implementation of career and technical education programs/programs of study that result in increased student achievement.
- how subrecipients will inform and recruit all students including those of special populations into career and technical education programs/programs of study.



- how subrecipient's students participating in career and technical education will be offered the opportunity to gain postsecondary credit such as dual or concurrent enrollment programs while still attending high school.
- how subrecipients will support career and technical education student achievement by promoting access to industry-recognized certification examinations or other assessments leading towards a recognized postsecondary credential.

b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

The secondary and postsecondary career and technical education grant applications must be completed fully before grant approval is given. Grant recipients must provide narratives based on their Comprehensive Local Needs Assessment. (Appendix C: Comprehensive Local Needs Assessment) regarding all the following additional elements related to skill development:

- how the career and technical education programs are offered to students will ensure they have the skills necessary to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations.
- how will students including all special populations be informed and recruited into career and technical education programs.
- provide a description of the work-based learning activities to be provided to students participating in career and technical education programs.
- how they will work with representatives from industry to develop or expand work-based learning opportunities for career and technical education students.
- additionally, postsecondary institutions must address how they will coordinate with local workforce development boards, local workforce agencies, one-stop delivery systems and other partners in their communities.

c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

On a biennial basis, the Arizona Department of Education will conduct an evaluation of the approved secondary CTE Program List for the state which will be based on current labor market data to identify careers in high-skill, high-wage or in-demand industry sectors or occupations for Arizona. Secondary grant recipients will utilize this list as a



part of their selection process in determining what career and technical education programs they wish to offer. In addition, they must also consider local/regional economic, and education needs as a part of their planning process. Secondary grant recipients will also be able to propose Local Occupational Programs that have been identified as “high need” in their locale. All local occupation programs will be vetted by the Arizona Department of Education through a screening and approval process. Postsecondary will consult with local business and industry, as well as utilize various resources for job market projections to determine the programs offered that are high skill, high wage or in-demand occupations. (Appendix D: Labor Market Data and Methodology) (Appendix I: CTE Program Lists)

Both the secondary and postsecondary CTE Comprehensive Local Needs Assessment address the consideration of local economic and educational needs (and where appropriate, in-demand industry sectors and occupations).

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

Funds will be distributed in accordance with Section 112(a)(1) of the Act with at least 85% of the allocation being set aside for secondary and postsecondary assistance funding. At the secondary level, funds will be distributed under the provisions of Section 131(a) of the Act. Postsecondary funds will be distributed in accordance with Section 132(a)(2) of the Act.

The percentage distribution of formula funds will be divided with 18% of the funds awarded to postsecondary recipients and 82% of the funds awarded to secondary recipients. Of the funds distributed to Arizona postsecondary recipients, 50% will be awarded under the provisions of Section 132(a)(2) focused on Pell and BIA students. The other 50% of the funds will be awarded on the percent of individuals 18 years of age and older identified by census data as living in poverty by county, relative to Arizona’s ten community college districts.

Arizona currently serves a total of 107 union or unified high school districts, 19 high school charter schools and a total of ten community college districts. Because our educational system is so diversified around the state, we believe our method for the distribution of funds specifically provides needed resources for entities to address local and regional workforce needs, as well as, education needs to ensure students have the skills to succeed in their field of choice.



b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

The Arizona Department of Education (through the fiscal and grant program specialists) makes secondary eligible institutions aware of the ability to form consortia under the provisions of Section 122(d)(8)(B). In Arizona, there is a small number of consortia that consist of two or more funding recipients. Since each member of a consortia must be an eligible recipient of Perkins funding to participate, individual allocations are determined based on the provisions of Section 131(a) of the Act. A single fiscal agent is then identified for the group of recipients who is then responsible for coordinating activities for the consortia. The fiscal agent then submits a single grant application for the consortia, with all individual allocations being pooled. Most of the consortia participants are looking for the increases in efficiency and program quality that can result from this kind of arrangement. Any other approved operational arrangements would take the form of an intergovernmental or interagency agreement under the provisions of Arizona law. By pooling resources, each consortia member is hoping to be able to provide students with a broader range of career and technical education services and/or higher-quality programs. The net result of which contributes to student skill acquisition making them better able to succeed in the workplace.

3. For the upcoming year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

Funds will continue to be allocated to eligible secondary education districts, area career and technical education districts, public charter schools and Bureau of Indian Affairs recipients utilizing a standardized formula. Based on census data (specifically the Small Area Income & Poverty Estimates report) 70% of the secondary funds will be based on the number of individuals 5-17 years of age that reside in the area being served by an eligible recipient and who are from families below the poverty level for the preceding fiscal year. The balance of the secondary funds available (30%) will be awarded based on the number of individuals 5-17 years of age residing in the area being served by an eligible recipient.

Awards to eligible charter schools or Bureau of Indian Affairs recipients will be made on a county-by-county basis. Funding will reflect the percentage of a county's charter school or Bureau of Indian Affairs students being served relative to a county's total attending high school average daily membership (ADM) counts for all participating eligible recipients.



ARIZONA DEPARTMENT OF EDUCATION

Arizona has both union high school districts (9-12) with separate elementary districts and unified school districts (K-12). No elementary school district receives Perkins funding; However, we align "feeder" elementary districts with their corresponding union high school district under the specifications of Section 131(d) for the purposes of determining the ADM counts for all participating eligible recipients.

Waivers to the minimal allocation restrictions are made based on the requirements listed in Section 131(c)(2) of the Act:

131(c)(2) WAIVER.—The eligible agency shall waive the application of paragraph (1) in any case in which the local educational agency— (A)(i) is located in a rural, sparsely populated area; or (ii) is a public charter school operating secondary school career and technical education programs or programs of study; and (B) demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part.

Please note that Small Isolated Arizona Schools is defined per Arizona Revised Statute ARS Section 15- 901(A)(26). The URL for this section of the statutes is as follows:

<https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/15/00901.htm>: 26. "Small isolated school district" means a school district that meets all of the following:

- (a) Has a student count of fewer than six hundred in kindergarten programs and grade one through eight or grades nine through twelve.
- (b) Contains no school that is fewer than thirty miles by the most reasonable route from another school, or, if road conditions and terrain make the driving slow or hazardous, fifteen miles from another school that teaches one or more of the same grades and is operated by another school district in this state.
- (c) Is designated as a small isolated school district by the superintendent of public instruction.

Of the 14-eligible career and technical education districts (locally known as CTED's) only one has chosen to participate in the Perkins program. Allocations to this CTED is based on written cooperative agreements based on the provisions of Section 131(e) of the Act. Cooperative agreements will be in the form of an intergovernmental or interagency agreement under the provisions of Arizona law.

For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.



Arizona has a total of ten community college districts with eight of the districts located in rural communities. The Pima County Community College District is the state's second largest and is located in the Tucson metropolitan area. The Maricopa County Community College District is the largest community college district in the nation and has numerous locations across the county. Arizona's postsecondary community college system has traditionally received 15% of the funds awarded under Section 112(a)(1). During the 2020-2024, the postsecondary community college system received an increased percentage of 18% of the available assistance funding. Arizona will continue using an alternate formula for the award of funds at the postsecondary level under the provisions of Section 132 (a)(1) to make a more equitable distribution of funds to the postsecondary recipients.

The postsecondary formula relies on a combination of number of Federal Pell Grant recipients, recipients of assistance from the Bureau of Indian Affairs and county poverty data to award Perkins funds to the ten community college districts. A total of 50% of the funds will be awarded based on the number of Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs. The final 50% will be awarded based on the percentage of persons 18 years old and older who are economically disadvantaged by county. Census Bureau data will again be used for this part of the formula.

The formula would be as follows:

$$C = A \times .5 \text{ of formula funds} / B$$

$$F = D \times .5 \text{ of formula funds} / E$$

$$G = C + F$$

Definitions:

- A. Number of Pell Grant recipients + the number of BIA recipients enrolled in career and technical education programs in a community college during the preceding fiscal year.
- B. Total number of Pell Grant recipients + the number of BIA recipients in all community colleges during the preceding fiscal year.
- C. Part I: (50% based upon Pell & BIA Assistance).
- D. Percentage of persons 18 years and older by county who is classified as economically disadvantaged.
- E. 100% of the persons 18 years and older by county who are classified as economically disadvantaged.
- F. Part II: (50% based upon percentage of persons 18 years old and older who are economically disadvantaged).



G. Total proposed postsecondary eligible recipient allocation.

No postsecondary community college will be awarded an allocation under \$50,000. Arizona has not had any of the community colleges express an interest in creating a consortia arrangement (to date). However, should this occur, each member of the consortia would need to be an eligible recipient of Perkins funding to participate. Individual allocations would be determined based on the process noted above. A single fiscal agent would then be identified for the consortia who would be responsible for coordinating activities for the consortia. The fiscal agent would submit a single grant application for the consortia, with all individual allocations being pooled. Any other approved operational arrangements would take the form of an intergovernmental or interagency agreement under the provisions of Arizona law.

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

Arizona intends to use the same process to allocate secondary funds as was utilized under the previous Perkins Act. We will continue to use the Small Area Income & Poverty Estimates report from the Census Bureau which is statistically adjusted annually between census years. Data on the number of 5-17-year-olds and 5-17-year-olds living in poverty will specifically be targeted.

The data on the census website for Arizona school districts reflects data on the 5-17-year-old students. Arizona has unified school districts that serve K-12 grades and union high school districts that serve only grades 9-12. The 5-17-year-olds data presented on the census database are grossly understated for union high school districts given the K-12 structure of the other districts reported that do offer career and technical education instruction. It is our process, therefore, to add the elementary feeder census counts to the union high school census counts. Feeder districts are separate elementary school districts which are physically located within the geographical boundaries of the union high school districts. By doing so, we "level the playing field," by treating all districts as K-12 districts for this purpose.

Arizona is largely rural, with some counties containing elementary school districts that do not have sufficient high school age populations to support a high school. These are called "common school districts" or "Type 03" and only offer grades K-8. They are not physically located within the boundaries of an existing union or unified school district. Common school district students must leave their home district to attend an adjoining district that offers high school programs. Arizona tracks these students and the "district of attendance" census counts are also adjusted based on high school ADM accordingly in order to account for them.

Charter schools do lack physical boundaries and therefore collection of census data based solely on district geographical boundaries is not possible. Public charter schools do report high



school average daily membership counts (ADM) to the Arizona Department of Education. While census information is collected on Indian Tribes, census figures for Bureau of Indian Education (BIE) are not provided via the census database. BIE contract schools that wish to apply for Perkins funds will continue to submit enrollment information equivalent to the state required public and charter school high school ADM counts. In the absence of district census data, attending high school ADM data is used, in conjunction with county ADM and census data, to allocate Perkins funds to eligible charter and BIE schools.

Based on census data, 70% of the secondary funds will be awarded based on the number of individuals 5-17 year of age residing in the area being served by an eligible recipient and who are from families below the poverty level for the preceding fiscal year. The balance of the funds (30%) will be awarded based on the number of individuals 5-17 years of age residing in the area being served by an eligible recipient. Awards to eligible charter or BIE recipients will be made on a county-by-county basis. Funding will reflect the percentage of a county's charter or BIE students being served relative to a county's total attending ADM counts for all participating eligible recipients.

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—

a. include a proposal for such an alternative formula; and

Arizona is not requesting to submit an application for a waiver to the secondary allocation formula described in Section 131(a) and will continue to use the same allocation procedures previously employed (and as described above in C-5).

b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

A waiver to the allocation formula is not being requested.

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

No waiver was previously requested for the secondary allocation formula.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—

a. include a proposal for such an alternative formula; and



Arizona will continue to use the same allocation procedures previously employed (and as described above in C-4). Postsecondary funds will be distributed under the provisions of Section 133(1)(B). The postsecondary formula will rely on a combination of number of Federal Pell Grant recipients, recipients of assistance from the Bureau of Indian Affairs, and county poverty data to award Perkins funds to the ten community college districts. A total of 50% of the funds would be awarded based on the number of Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs. The total 50% will be awarded based on the percentage of persons 18 years old and older who are economically disadvantaged by county.

b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Arizona has a total of ten permanent community college districts, eight of which are located in very rural areas of the state. The Pima County Community College District is the state's second largest and is located in the Tucson metropolitan area. The Maricopa County Community College District is the largest community college district in the nation and has locations across all of Maricopa County. Arizona will continue to use an alternative formula for the award of monies at the postsecondary level to make a more equitable distribution of funds to postsecondary recipients and better meet their needs. The addition of the county poverty data within the formula helps to support the rural community college districts within the State that have significant populations at or below the federal poverty line as identified by the federal census data.

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Arizona has used the same postsecondary allocation procedures for Perkins IV, Perkins III and Perkins II with satisfactory results for the subrecipients.

8. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V.

The Arizona Department of Education receives funds annually through the State Block Grant for Vocational Education in the amount of \$11,576,300 and is a continuing level. Most of these funds are provided as grants to school districts and charter schools within the state that provide career and technical education programs. In addition to supporting career and technical



education activities across the state, the block grant is also intended to meet the provisions of Section 211(b) for maintenance-of-effort (MOE) as required in Perkins V.

D. Accountability for Results

1. *Identify and include at least one (1) of the following indicators of career and technical education quality-*

a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;

Arizona has identified attainment of recognized postsecondary credential as one of the program quality indicators. ADE/CTE in collaboration with business and industry, has developed a robust system to identify viable and validated third party industry credentials. An application process involving labor market data and validated by Arizona industry as acceptable for employment must be submitted with all requirements necessary to earn the credential. The applications are then reviewed by the related industry advisory committee.

Once accepted, the credential is then submitted to the AZ CTE Quality Commission for review and approval to be submitted to the Arizona State Board of Education for final approval to be included in the performance measure. ADE/CTE has developed an online reporting system for subrecipients to enter student level attainment of approved industry credentials and certificates. Furthermore, Arizona Revised Statute 15-393 requires all approved CTE programs must lead to industry certifications. Our ESSA School Accountability established a College and Career Ready Index which accounts for 20% of a school's A-F letter grade. Each individual student who attains up to two approved industry credentials will add a point to their school's A-F grade. ADE/CTE has a "Credentials" tab on the CTE data portal for subrecipients to report student level industry credential/postsecondary certificate attainment. (Appendix E: Industry Credential Approval Process)

Numerator: Number of CTE concentrators that graduated from high school during the reporting year having earned an industry recognized credential for their program.

Denominator: Number of CTE concentrators that graduated from high school during the reporting year.

The denominator was selected to get a clearer picture of actual credential attainment of all students who concentrate in at least one CTE program. Students that concentrate in multiple CTE programs will be counted only once in the performance measure.



The credential attainment rate (SDLP) was set lower than previous years since the measurement criteria was changed. However, since ADE/CTE has 4 years of credential attainment data, the SDLP was calculated using real attainment data in prior years.

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States.

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Additionally, Arizona had elected to maintain student success on the Arizona Technical Skills Assessment as a measure of quality. Each approved CTE program has an end-of-program technical skills assessment based on program standards and measurement criteria. These assessments are available for students who have become program concentrators. They are given online during a specified testing period in both the fall and spring semesters. Modifications and accommodations have been approved for students who have individual education plans (IEPs) to meet the needs of their special population. Both teachers and students receive immediate feedback once the assessments have been submitted.

Numerator: Number of CTE concentrators that graduated from high school during the reporting year having passed the technical skills assessment for their program.

Denominator: Number of CTE concentrators that graduated from high school during the reporting year.

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance begin the same for all CTE concentrators in the State. (Section 113(b)(2)(A)(i)(I) of Perkins V)

(Appendix B: Performance Measures)

3. Describe the procedure the eligible agency adopted for determining State Determines Levels of Performance described in Section 113 of Perkins V, which at a minimum shall include-

a. a description of the process for public comment under Section 113(b)(3)(B) of Perkins V as part of the statutory requirements for consultation on State Determined Levels of Performance (see Text Box 7 for the statutory requirements for consultation on State Determined Levels of Performance levels under Section 113(b)(3)(B) of Perkins V);

Two public forums were held to present the proposed State Determined Levels of Performance in the fall of 2023. Public comment for the Arizona State Plan and the State



Determined Levels of Performance was gathered at this time. The first meeting was held on November 12, 2023, in Prescott, AZ with representatives from subrecipients present to review the proposed State Plan and the State Determined Levels of Performance (with 115 attendees present). A similar opportunity was held in Prescott, AZ on February 1, 2024, with 130 representatives in attendance. Again, these specific opportunities for public input were selected to afford as many stakeholders as possible to participate.

Additionally, an online survey was open from January 4, 2024, through January 19, 2024, to gather and document public input. Email notifications were sent to all funding subrecipients, all business and industry partners and related community organizations to solicit their participation in the survey.

b. an explanation for the State Determined Levels of Performance that meet each of the statutory requirements in Text Box 8; and

All the selected performance measures for the State of Arizona will include a specific numerator and denominator to ensure that they are objective, quantifiable and measurable. The annual State Determined Levels of Performance will be illustrated as a numerical percentage for clarity. The State Performance levels will be established the initial 2023-2024 levels for each performance measure with increasing requirements for the three subsequent years. All measure and performance levels were made available for the required public comment period and subsequent feedback incorporated based on suitability and discernment to the overall goals of the State Plan.

Some adjustment to the State Determined Levels of Performance may be necessary to ensure Arizona continues to make meaningful progress towards improving the performance of all CTE students. Should this be necessary, the ADE/CTE will follow the required process described in Perkins V, prior to the third program year of the State Plan (for subsequent years). The ADE/CTE will ensure that all required processes are followed as outline in Section 113(b)(2), including the required public comment period. Any modification will then be submitted to the Secretary to affirm that all revised levels meet the requirements of the law. Any modification will consider the average performance of the two most recently completed program years and be established higher (except in the case of unanticipated circumstances). All selected performance measures and State Determined Levels of Performance are in alignment with our defined measures of quality and established goals for the Arizona State Plan.

c. a description of how the State Determined Levels of Performance set by the eligible agency align with the levels, goals, and objectives other Federal and State laws (Section 122(d)(10) of Perkins V).

There are several ways that the selected performance measures and established levels of performance align with the goals and objectives from other Federal and State laws. As



mentioned previously, Arizona Revised Statute 15- 393 requires all approved CTE programs lead to industry certifications. Our Every Student Succeeds Act (ESSA) - School Accountability team established a College and Career Ready Index which accounts for 20% of a schools A-F letter grade. There are several ways schools can earn point tied to career and technical education. Students who complete a required CTE sequence and pass the Arizona Technical Skills Assessment for that sequence can earn 1.25 points. Students who pass a college level career pathway (CTE) course for which college credit can be earned will accrue .50 point per course. Students who complete a CTE course (outside of a sequence) can earn .25 points per course. Each student who attains up to two approved industry credentials (credential, certificate, or license) will add a point to their schools A-F grade. A student who completes a well-defined work-based learning experience of at least 120 hours can earn 1 point. All these variables tie back neatly to the selected performance levels and State Plan.

Three of the ADE/CTE performance measures are aligned with student academic proficiency in Reading, Mathematics and Science as measured by the Arizona Board of Education adopted assessments. Arizona Revised Statute 15- 741 outlines the State achievement assessment protocols to be followed in measuring student academic achievement in these areas. The subsection of CTE concentrators who met or exceeded the standards for each academic area will be utilized in the calculation of the state level of actual performance.

The ADE/CTE Plan, performance measures and chosen levels of performance coordinate nicely with the goals and implementation of Every Student Succeeds Act (ESSA). The ADE/CTE embraces the idea that CTE courses should be supportive of and aligned with challenging academic content. Teachers should be provided with the knowledge and skills necessary to assist students in meeting those standards. Many of the data elements that will be collected to determine the performance measures are aligned to ESSA. For example, the ADE/CTE will be using the four-year adjusted cohort graduation rate. We will be engaging in increased data disaggregation in the new State Plan including increased analysis of identified subgroup populations. Both the performance data required by Perkins V will be included and categories of students described in ESSA.

ADE/CTE reviewed the Perkins V requirements for the State Determined Levels of Performance to identify changes and areas of focus based on the new law. Data from the CTE Data Portal (and annual CAR reports) was reviewed to identify data which might assist in determining new levels of performance. For new data elements (such as Science proficiency), state level student data was reviewed to get a more general sense of student achievement in this area.



As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

The ADE/CTE has used previous data collected by the CTE Data Portal, as well as auxiliary data to establish the initial plan for the State Determined Levels of Performance. The CTE Data Portal application collected the required data elements as a part of the new State Plan and performance measures. The modified application is able to consume increased data elements from the AzEDS main database to increase data quality and data coordination with other areas of ADE. Once previous two years data was collected and the new performance measures implemented, a performance floor was calculated. This data analysis of the performance floor will then be used at the local and state levels pertinent to targeted subpopulation performance.

4. Provide a written response to the comments regarding State Determined Performance Levels received during the public comment period pursuant to Section 113(b)(3)(B) of Perkins V.

Secondary subrecipients comments focused on the requirement of the three academic performance measures. The academic performance levels were set to mirror the performance targets identified in the State's Every Student Succeeds Act (ESSA) state plan, which was amended in December 2023. The proposed performance levels for the ELA/Reading Proficiency and Mathematics Proficiency were updated after the first presentation and before the second presentation of the performance levels; subsequently, stakeholder comments regarding these two measures were minimized.

Secondary subrecipients also focused comments on the updated requirements for the program quality indicator, 5S4 Technical Skills Assessment (TSA). The denominator was updated to capture all graduating CTE concentrators rather than only those that took a TSA. However, some CTE programs consist of three years-worth of courses and students become a concentrator after two – meaning that students that do not persist into the third course will “count against” the subrecipient and students may not be prepared to test after only two years. The ADE/CTE has implemented a re-testing policy to allow students that fail a test to re-test the following year if they remain enrolled in the program in the same level or in a higher-level course.

Postsecondary subrecipients voiced concerns with the 3P1 Nontraditional Enrollment performance measure and the increasing difficulty in meeting the requirements, however, the state determined level of performance was set using the Perkins-required performance floor and cannot be lowered. Arizona's largest postsecondary subrecipient has historically performed well on this measure which raises the overall performance goals for the state. Individual negotiation of performance levels was offered to postsecondary subrecipients per §113(b)(4)(A)(i), but none have pursued this option (all have adopted the state-determined levels of performance).



5. Describe how the eligible agency will address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if not, meaningful progress has been achieved prior to the third program year, a description of the additional actions the agency will take to eliminate disparities or gaps.

The ADE/CTE has developed a web-based data collection system to collect the data elements required by Perkins V. The data collection system also interfaces with the ADE's main education databases to increase data quality and coordination with other areas of ADE. Using the data that is reported to the ADE, specific reports have been created to facilitate data analysis at the local and state levels, including reports for all major data elements, such as enrollment, participants and concentrators, placement, and industry credentials). All reports include student-level information and demographics to allow the State and sub-recipients to identify gaps in participation among subgroups. ADE/CTE has also developed an "Opportunity Gap Analysis" report at both the district and school levels. Performance measure reports are also available at the district, school, and program levels to allow subrecipients to identify gaps in performance. ADE/CTE will continue to look for specific trends in the data to provide technical assistance and professional development to subrecipients and will work with subrecipients to incorporate data analysis techniques into the comprehensive local needs assessment process.



GLOSSARY

CAREER AND TECHNICAL EDUCATION (CTE)

The term “career and technical education” (CTE) means organized educational activities that offer a sequence of courses that provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations. At the secondary level is aligned with the challenging State academic standards adopted by Arizona under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965. Career and technical education provide technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than a remedial course) that meet the requirements, including competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

CTE CONCENTRATOR

The term “CTE concentrator” means at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single CTE program or program of study. A CTE concentrator at the postsecondary level is a student enrolled in an eligible recipient who has earned at least 12 credits within a CTE program or program of study or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

CTE PARTICIPANT

The term “CTE participant” means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.

CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO)

The term “career and technical student organization”(CTSO) means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

CAREER AWARENESS

The term “career awareness” means school directed experiences, which may involve industry participation, focused on exposing students to a broad range of industries and the career opportunities within them. Normally used with students’ ages 5-14 years old.



CAREER EXPLORATION

The term “career exploration” means student-driven experiences with professionals that allow students to learn about specific areas of interest based on inventories/assessments. Normally used with students’ ages 14-18+ years old.

CAREER GUIDANCE AND ACADEMIC COUNSELING

The term “career guidance and academic counseling” means guidance and counseling that provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities, and planning with respect to an individual’s occupational and academic future; provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, financial literacy, and support services, as appropriate; and may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

CAREER PREPARATION

The term “career preparation” refers to work-based learning experiences for students that augment their academic and career development. Experiences enhance curriculum, align with student goals, reinforce transferable skills, and take place in professional working environments and educational settings. Students work toward attaining identified academic and transferable skill proficiency through these experiences. Normally used with students’ age 14-18+ years old.

CAREER PLANNING

The term “career planning” means the provision of a client-centered approach in the delivery of services, designed to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and to provide job, education, and career counseling, as appropriate during program participation and after job placement.

CAREER TRAINING

The term “career training” means training that allows students to demonstrate academic and career/technical proficiency through experiences that are directly related to a specific occupation or trade that are business and industry guided training. Normally used with students’ age 16 –18+ years old.



DUAL OR CONCURRENT ENROLLMENT PROGRAM

The term “dual or concurrent enrollment program” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

ELIGIBLE INSTITUTION

The term “eligible institution” for postsecondary means a public or nonprofit private institution of higher education that offers and will use funds provided under this title in support of career and technical education courses that lead to technical skill proficiency or a recognized postsecondary credential, including an industry-recognized credential, a certificate, or an associate degree, but shall not include a baccalaureate degree.

ELIGIBLE RECIPIENT

The term “eligible recipient” means a local educational agency (including a public charter school that operates as a local educational agency), an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance or an eligible institution or consortium of eligible institutions eligible to receive assistance.

ENGLISH LEARNER

The term “English learner” means a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965 or an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English or who lives in a family environment or community in which a language other than English is the dominant language.

EXTERNSHIP

The term “externship” means experiential learning opportunities for educators in a business and industry setting to give educators short practical experiences in their content area. Where appropriate to the CTE program industry, and to CTE student outcomes, practical experiences for program educators may be gained through other professional development or business and industry interaction. Commonly used interchangeably with internship.

HIGH-SKILL

The term “high-skill” means a career that uses an industry validated curriculum with multiple entry and exit points resulting in industry recognized certificates, credentials, degrees or apprenticeships beyond a high school diploma as set forth by the Arizona State Perkins V Plan.



HIGH-WAGE

The term “high-wage” means a career that provides 60% of the average hourly wage by county as determined by the U.S Bureau of Labor Statistics the eligible institution or recipient is for the county,

IN-DEMAND INDUSTRY SECTOR OR OCCUPATION

The term “in-demand industry sector or occupation” (also known as high-demand) means an industry sector or occupation as evidenced by local needs assessment with predicted growth (forecasted job openings, emerging markets) locally or regionally in the short term or long term as set forth by the Arizona Office of Economic Opportunity.

INDIAN; INDIAN TRIBE

The terms “Indian” and “Indian Tribe” have the meanings given the terms “Indian” and “Indian tribe”, respectively, in section 4 of the Indian Self-Determination and Education Assistance Act (25U.S.C. 5304).

INDIVIDUAL WITH A DISABILITY

The term “individual with a disability” means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

INDUSTRY RECOGNIZED CREDENTIAL (IRC)

The term “industry recognized credential” means a certificate or credential that is valued by a business or industry that results in a hiring preference or increased wages.

INDUSTRY OR SECTOR PARTNERSHIP

The term “industry or sector partnership” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

INSTITUTION OF HIGHER EDUCATION

The term “institution of higher education” has the meaning given the term in section 101 of the Higher Education Act of 1965.

LOCAL EDUCATIONAL AGENCY

The term “local educational agency” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.



MEMORANDUM OF UNDERSTANDING (MOU)

The term “memorandum of understanding” means a nonbinding written document that states the responsibilities of each party to an agreement.

NON-TRADITIONAL FIELDS

The term “non-traditional fields” means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

PARTICIPANT

The term “participant” means a student enrolled in a CTE course.

PERFORMANCE INDICATORS

Core indicators of performance are identified for secondary and postsecondary CTE concentrators. The performance indicators must include elements as outlined by federal partners. The definition of each performance indicator can be found on Attachment 7.

POSTSECONDARY EDUCATIONAL INSTITUTION

The term “postsecondary educational institution” means an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree, a tribally controlled college or university, or a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

PROFESSIONAL DEVELOPMENT

The term “professional development” means activities that are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary level; and are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based.



PROGRAM OF STUDY

The term “program of study” means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that 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; addresses both academic and technical knowledge and skills, including employability skills; is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); has multiple entry and exit points that incorporate credit banking; and culminates in the attainment of a recognized postsecondary credential. Commonly used interchangeably with the term, career pathway.

QUALITY

The term “quality” as defined by the Arizona Perkins V means an educational program that is working to close student equity gaps in access and completion; to effectively use data to inform and improve student success; provide professional development to faculty and staff; and encourage student attainment of relevant, rigorous technical skills. In addition a “quality” program must complete a comprehensive local needs assessment every two (2) years, have an advisory council for each program of study that meets at least twice a year, annually submit program data showing progress toward performance targets, employ faculty that meet the minimum licensure requirements and hold an appropriate, valid license; and must connect to a career technical student organization that is co-curricular and led by a teacher that meets the minimum licensure requirements.

SIZE

The term “size” as defined by the Arizona Perkins V Plan at the secondary level in order to receive Perkins V funding means a minimum of two (2) programs of study that align to the comprehensive local needs assessment, provide an opportunity for students to complete a program of study. The individual courses that constitute a program of study should take into consideration the available space, equipment/technology, safety and teacher to student ratio for a quality student experience. The term “size” as defined by the Arizona Perkins V Plan at the postsecondary level in order to receive Perkins V funding means a program that meets the enrollment requirements established by the community college and are considered to be of sufficient size while providing a two (2) year CTE associate degree, one (1) year certificate program, and programs leading to industry-recognized certifications.



SCOPE

The term “scope” as defined by the Arizona Perkins V Plan means that a program in order to receive Perkins V funding must provide opportunity for acceleration as evidenced by at least one (1) secondary/postsecondary credit; rigorous academic and technical standards, employability skills aligned with challenging academic standards; an industry recognized credential; participation in work-based learning experiences; identified concentrator courses within a program of study; and must be identified as meeting two (2) of the three (3) parameters of in demand; high-wage; high-skill according to the comprehensive local needs assessment.

SPECIAL POPULATIONS

The term “special populations” means individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals 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; and youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

SUPPORT SERVICES

The term “support services” means services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.

WORK-BASED LEARNING

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.



Career and Technical Education Strategic Plan Survey Results

September 2022

DRAFT - For Public Comment

Introduction

The Career and Technical Education (CTE) unit of the Arizona Department of Education is preparing to revise both the Arizona CTE Strategic Plan and the State Plan for the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). To ensure that both plans address current and pressing needs in the state, ADE/CTE sent a comprehensive survey to CTE stakeholders in the state, including teachers, administrators, school counselors, and representatives from other stakeholder groups, such as workforce development and postsecondary education. Recipients of the survey were asked to share the survey broadly with their contact groups to reach as many CTE practitioners as possible.

ADE/CTE received 555 survey responses:

Respondent's Role	Number of Responses	Percentage of Total Responses
Teacher	384	69.2%
Administrator (school district administration)	85	2.2%
School Counselor	6	1%
Stakeholder Representative		
Postsecondary System or Institution	13	2.3%
Workforce Development Agency or Center	6	1%
Business and Industry	17	3%
Elected Officials	2	0.3%
State Education Agency Employees	12	2%
Other	30	5.4%
Total	555	

When survey recipients indicated “Other” for their role in the CTE system, they were asked to specify their title. Some examples include:

- Professional Development Specialist
- Instructional Coach
- Education Non-profit staff
- School Board member
- College Professor
- District Internship Coordinator
- Apprenticeship Director
- School Nurse
- Arizona Registrar of Contractors Director
- Board of Nursing staff
- ACTEAZ Association staff
- District Compliance staff

Survey results were analyzed and aggregated by the respondent's role in the CTE system. Categories of roles include Teacher, Administrator, Counselor, Representative (of a stakeholder group), and State Education Agency Employee. Respondents that indicated they served in more than one role were counted in each applicable category.

Most common words by role

Respondent's Role	Describe CTE Today (Q2)	Describe CTE in Five Years (Q3)
All	<ul style="list-style-type: none"> • career • growing • relevant • necessary • needed • innovative • important • exciting • skills • future • essential 	<ul style="list-style-type: none"> • innovative • career • relevant • future • students • growing • successful • ready • funded • industry • workforce
Teacher	<ul style="list-style-type: none"> • career • necessary • relevant • growing • needed • important • innovative • skills • work • hands-on 	<ul style="list-style-type: none"> • innovative • career • future • relevant • successful • growing • important • funded • ready • industry
Administrator	<ul style="list-style-type: none"> • growing • relevant • exciting • effective • needed • necessary • future • opportunity • important • career • opportunities 	<ul style="list-style-type: none"> • relevant • innovative • career • growing • students • value • industry • workforce • required • ready • opportunity
Counselor	<ul style="list-style-type: none"> • skills • future • training 	<ul style="list-style-type: none"> • innovative • vital • retention

	<ul style="list-style-type: none"> • plan • growth • hands-on • needs • choice • vulnerable • relevance 	<ul style="list-style-type: none"> • teacher • instrumental • stem • growth • opportunity • relevant • solid
Representative	<ul style="list-style-type: none"> • growing • opportunity • evolving • opportunities • workforce • focused • developing • needed • useful • progressive 	<ul style="list-style-type: none"> • innovative • workforce • future • expansive • evolving • connected • inclusive • accessible • leader • superior
State Education Agency Employee	<ul style="list-style-type: none"> • innovative • relevant • careers • career • leading • hope • professional • college • elective • hands-on • economically 	<ul style="list-style-type: none"> • career • cutting • edge • innovative • industries • advanced • high-quality • mainstream • inclusive • required
Other	<ul style="list-style-type: none"> • robust • exciting • relevant • education • focused • leadership • evolving • future • workforce • growing 	<ul style="list-style-type: none"> • innovative • relevant • workforce • supported • effective • collaborative • progressive • work • inclusive • empathic

Q4. What are the top three strengths of Arizona's CTE delivery system?	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Experiential/hands on learning	299	26.1%	58	22.9%	5	27.8%	15	14.7%	6	16.7%	20	22.5%
Preparation for the workforce	199	17.4%	40	15.8%	3	16.7%	17	16.7%	6	16.7%	14	15.7%
Student engagement	154	13.4%	30	11.9%	3	16.7%	10	12.8%	6	16.7%	8	9.0%
Demonstration of application of knowledge/skills	77	6.7%	13	5.1%	1	5.6%	5	4.9%	1	2.8%	3	3.4%
Career exploration	107	9.3%	22	8.7%	2	11.1%	14	13.7%	3	8.3%	9	10.1%
Involvement of employers	17	1.5%	3	1.2%	0	0.0%	5	4.9%	2	5.6%	2	2.2%
Career Technical Student Organizations (CTSOs)	85	7.4%	20	7.9%	1	5.6%	9	8.8%	4	11.1%	6	6.7%
Impact on graduation/completion rate	47	4.1%	21	8.3%	0	0.0%	5	4.9%	2	5.6%	9	10.1%
Ability to obtain industry-recognized credentials	114	9.9%	27	10.7%	2	11.1%	14	13.7%	4	11.1%	16	18.0%
Students are free to take and complete more than one CTE program	47	4.1%	19	7.5%	1	5.6%	8	7.8%	2	5.6%	2	2.2%

Q5. What are the top three challenges of Arizona's CTE delivery system?	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Public perception of CTE	179	8.6%	40	17.5%	2	11.8%	13	14.4%	8	25.0%	20	26.0%
Insufficient opportunities for career exploration and counseling/advising	85	8.8%	22	9.6%	2	11.8%	8	8.9%	5	15.6%	5	6.5%
Disconnect between secondary and postsecondary	119	12.4%	26	11.4%	2	11.8%	16	17.8%	5	15.6%	7	9.1%
Availability at students' school	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Employer engagement	104	10.8%	33	14.5%	5	29.4%	12	13.3%	2	6.3%	12	15.6%
Student fees	26	2.7%	4	1.8%	1	5.9%	3	3.3%	0	0.0%	0	0.0%
State funding	113	11.7%	21	9.2%	2	11.8%	7	7.8%	1	3.1%	3	3.9%
Federal funding	69	7.2%	11	4.8%	2	11.8%	2	2.2%	0	0.0%	0	0.0%
Inequitable access and participation for marginalized learners	43	4.5%	8	3.5%	0	0.0%	5	5.6%	3	9.4%	7	9.1%
Internet accessibility/speed	32	3.3%	5	2.2%	0	0.0%	3	3.3%	1	3.1%	3	3.9%
CTE teacher recruitment/retention	192	20.0%	58	25.4%	1	5.9%	21	23.3%	7	21.9%	20	26.0%

Q6. Please rank the following statements in order of importance from 1 (highest impact) to 5 (lowest impact) on their impact to Arizona’s CTE delivery system.

	Teacher	Administrator	Counselor	Representative	State Education Agency Employee	Other
Highest Impact	Ability to close the skills gap	Ability to close the skills gap	Responsiveness to the labor market/employers	Ability to close the skills gap	Ability to close the skills gap	Responsiveness to the labor market/employers
	Responsiveness to the labor market/employers	Responsiveness to the labor market/employers	Ability to close the skills gap	Responsiveness to the labor market/employers	Responsiveness to the labor market/employers	Ability to keep pace with the rate of change in the labor market
	Ability to keep pace with the rate of change in the labor market	Ability to keep pace with the rate of change in the labor market	Ability to keep pace with the rate of change in the labor market	Ability to keep pace with the rate of change in the labor market	Economic mobility	Ability to close the skills gap
	Economic mobility	Economic mobility	Economic mobility	Economic mobility	Ability to keep pace with the rate of change in the labor market	Sufficient data to guide decisions
Lowest Impact	Sufficient data to guide decisions	Sufficient data to guide decisions	Sufficient data to guide decisions	Sufficient data to guide decisions	Sufficient data to guide decisions	Economic mobility

Q7. What are the challenges for increasing the number of CTE concentrators (both secondary and postsecondary)?	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Student transportation	85	7.78%	31	12.7%	2	11.1%	8	8.2%	2	5.6%	10	11.5%
Pre-requisites for program entry, GPA, courses	53	4.85%	10	4.1%	1	5.6%	12	12.2%	1	2.8%	4	4.6%
Graduation requirements	109	9.97%	35	14.3%	1	5.6%	5	5.1%	8	22.2%	9	10.3%
Quality programs and instructors	129	11.80%	44	18.0%	1	5.6%	19	19.4%	6	16.7%	17	19.5%
Teaching different level program courses in the same class section	182	16.65%	30	12.3%	4	22.2%	4	4.1%	3	8.3%	9	10.3%
Scheduling conflicts	245	22.42%	43	17.6%	4	22.2%	12	12.2%	7	19.4%	14	16.1%
Costs/fees/tuition	51	4.67%	9	3.7%	1	5.6%	9	9.2%	1	2.8%	6	6.9%
Class size limits	101	9.24%	7	2.9%	1	5.6%	7	7.1%	3	8.3%	1	1.1%
Program stability from year to year	117	10.70%	31	12.7%	3	16.7%	19	19.4%	4	11.1%	15	17.2%
Internet accessibility/speed	21	1.92%	4	1.6%	0	0.0%	3	3.1%	1	2.8%	2	2.3%

For question 7, respondents also had the option to provide a response not contained in the list above. Common themes among these responses:

- Lack of advertising
- Teacher recruitment and retention
- Teacher qualification and training
- Guidance counselor’s knowledge of CTE
- Funding and state support
- Students are underprepared to be successful
- CTE as a “filler” or elective
- CTE competing with AP or other classes
- Inconsistent support from district administration
- Lack of dual enrollment in high schools
- Lack of quality equipment or facilities
- Student commitment
- Coordination between high schools and CTED
- Lack of online or hybrid options
- Rejecting students that enroll in CTE
- Administrative burden/paperwork

Q8. The following items are essential to the delivery of quality CTE programs.

	Impact on CTE Delivery									
	Great		Some		Little		None		Don't Know	
Actionable Data										
Teacher	91	23.7%	182	47.4%	55	14.3%	16	4.2%	40	10.4%
Administrator	32	37.6%	42	49.4%	8	9.4%	1	1.2%	1	1.2%
Counselor	0	0%	4	66.7%	2	33.3%	0	0%	0	0%
Representative	21	58.3%	7	19.4%	4	11.1%	2	5.6%	2	5.6%
SEA Employee	4	33.3%	5	41.7%	2	16.7%	0	0%	0	0%
Other	17	56.7%	12	40%	1	3.3%	0	0%	0	0%
Eliminating scheduling conflicts										
Teacher	242	63%	110	28.6%	21	5.5%	3	0.8%	8	2.1%
Administrator	43	50.6%	36	42.4%	3	3.5%	1	1.2%	1	1.2%
Counselor	5	83.3%	1	16.7%	0	0%	0	0%	0	0%
Representative	15	41.7%	15	41.7%	1	2.8%	0	0%	0	0%
SEA Employee	8	66.7%	4	33.3%	0	0%	0	0%	0	0%
Other	14	46.7%	16	53.3%	0	0%	0	0%	0	0%
CTSOs										
Teacher	160	41.7%	110	28.6%	63	16.4%	44	11.5%	7	1.8%
Administrator	33	38.3%	36	42.4%	9	10.6%	6	7.1%	6	7.1%
Counselor	1	16.7%	1	16.7%	3	50%	1	16.7%	1	16.7%
Representative	12	33.3%	14	38.9%	3	8.3%	2	5.6%	2	5.6%
SEA Employee	5	50%	2	16.7%	3	25%	0	0%	0	0%
Other	11	56.7%	11	36.7%	5	16.7%	2	6.7%	2	6.7%
Career exploration										
Teacher	195	50.8%	150	39.1%	32	8.3%	5	1.3%	2	0.5%
Administrator	45	52.9%	24	28.2%	13	15.3%	2	2.4%	2	2.4%
Counselor	3	50%	2	33.3%	1	16.7%	0	0%	0	0%
Representative	21	58.3%	11	30.6%	2	5.6%	1	2.8%	1	2.8%
SEA Employee	7	58.3%	4	33.3%	1	8.3%	0	0%	0	0%
Other	18	60%	10	33.3%	2	6.7%	0	0%	0	0%
Eliminating or expanding class sizes										
Teacher	143	37.2%	112	29.2%	67	17.4%	41	10.7%	21	5.5%
Administrator	20	23.5%	42	49.4%	14	16.5%	5	5.9%	5	5.9%
Counselor	0	0%	2	33.3%	4	66.7%	0	0%	0	0%
Representative	14	38.9%	11	30.6%	6	16.7%	0	0%	0	0%
SEA Employee	3	25%	8	66.7%	1	8.3%	0	0%	0	0%
Other	7	23.3%	16	53.3%	5	16.7%	1	3.3%	1	3.3%

Continuous improvement and collaboration										
Teacher	219	57%	137	35.7%	21	5.5%	2	0.5%	5	1.3%
Administrator	41	48.2%	37	43.5%	4	4.7%	2	2.4%	2	2.4%
Counselor	2	33.3%	3	50%	1	16.7%	0	0%	0	0%
Representative	21	58.3%	9	25%	2	5.6%	1	2.8%	1	2.8%
SEA Employee	5	41.7%	6	50%	1	8.3%	0	0%	0	0%
Other	17	56.7%	10	33.3%	2	6.7%	0	0%	0	0%
Solutions for program costs/fees/tuition										
Teacher	142	37%	142	37%	66	17.2%	20	5.2%	14	3.6%
Administrator	22	25.9%	31	36.5%	24	28.2%	7	8.2%	7	8.2%
Counselor	1	16.7%	4	66.7%	1	16.7%	0	0%	0	0%
Representative	16	44.4%	12	33.3%	3	8.3%	1	2.8%	1	2.8%
SEA Employee	4	33.3%	5	41.7%	3	25%	0	0%	0	0%
Other	11	36.7%	11	36.7%	3	10%	3	10%	3	10%
Counseling/Guidance										
Teacher	199	51.8%	132	34.4%	42	10.9%	5	1.3%	6	1.6%
Administrator	4	51.8%	37	38.3%	10	11.8%	0	0%	0	0%
Counselor	4	66.7%	1	16.7%	1	16.7%	0	0%	0	0%
Representative	20	55.6%	11	30.6%	2	5.6%	1	2.8%	1	2.8%
SEA Employee	10	83.3%	3	16.7%	0	0%	0	0%	0	0%
Other	22	73.3%	6	20%	2	6.7%	0	0%	0	0%
Elimination of silos between CTE, required academics, and other electives										
Teacher	152	39.6%	138	35.9%	52	13.5%	7	1.8%	35	9.1%
Administrator	42	49.4%	33	38.8%	8	9.4%	1	1.2%	1	1.2%
Counselor	3	50%	2	33.3%	1	16.7%	0	0%	0	0%
Representative	22	61.1%	10	27.8%	1	2.8%	0	0%	0	0%
SEA Employee	9	75%	1	8.3%	2	16.7%	0	0%	0	0%
Other	16	53.3%	8	26.7%	1	3.3%	0	0%	0	0%
Embedded academics										
Teacher	104	27.1%	155	40.4%	81	21.1%	26	6.8%	18	4.7%
Administrator	30	35.3%	31	36.5%	18	21.2%	0	0%	0	0%
Counselor	2	33.3%	3	50%	0	0%	0	0%	0	0%
Representative	10	27.8%	19	27.8%	3	8.3%	0	0%	0	0%
SEA Employee	4	33.3%	6	8.3%	2	16.7%	0	0%	0	0%
Other	11	36.7%	10	33.3%	4	13.3%	0	0%	0	0%
Equity and inclusion										
Teacher	140	36.5%	114	29.7%	87	22.7%	32	8.3%	11	2.9%
Administrator	27	31.8%	31	36.5%	16	18.8%	9	10.6%	9	10.6%
Counselor	1	16.7%	2	33.3%	2	33.3%	1	16.7%	1	16.7%

Representative	14	38.9%	9	25%	7	19.4%	2	5.6%	2	5.6%
SEA Employee	5	41.7%	5	41.7%	2	16.7%	0	0%	0	0%
Other	12	40%	11	36.7%	3	10%	2	6.7%	2	6.7%
GPA										
Teacher	43	11.2%	157	40.9%	127	33.1%	45	11.7%	12	3.1%
Administrator	5	5.9%	30	35.3%	40	47.1%	8	9.4%	8	9.4%
Counselor	0	0%	2	33.3%	3	50%	1	16.7%	1	16.7%
Representative	7	19.4%	18	50%	6	16.7%	1	2.8%	1	2.8%
SEA Employee	3	25%	4	33.3%	4	33.3%	0	0%	0	0%
Other	0	0%	16	53.3%	9	30%	3	10%	3	10%
Internet accessibility/speed										
Teacher	132	34.4%	121	31.5%	54	21.9%	34	8.9%	13	3.4%
Administrator	10	11.8%	38	44.7%	28	32.9%	6	7.1%	6	7.1%
Counselor	0	0%	4	66.7%	2	33.3%	0	0%	0	0%
Representative	12	33.3%	12	33.3%	7	19.4%	0	0%	0	0%
SEA Employee	3	25%	7	58.3%	2	16.7%	0	0%	0	0%
Other	7	23.3%	12	40%	8	26.7%	1	3.3%	1	3.3%
Meaningful business and industry partnerships										
Teacher	216	56.3%	27	33.1%	35	9.1%	5	1.3%	1	0.3%
Administrator	55	64.7%	21	24.7%	8	9.4%	1	1.2%	1	1.2%
Counselor	3	50%	2	33.3%	1	16.7%	0	0%	0	0%
Representative	29	80.0%	4	11.1%	1	2.8%	1	2.8%	1	2.8%
SEA Employee	10	83.3%	2	16.7%	0	25%	0	0%	0	0%
Other	19	33.3%	10	33.3%	1	3.3%	1	0%	0	0%
Postsecondary participation opportunities										
Teacher	174	45.3%	142	37%	53	13.8%	11	2.9%	4	1%
Administrator	33	38.8%	39	45.9%	11	12.9%	1	1.2%	1	1.2%
Counselor	5	83.3%	1	16.7%	0	0%	0	0%	0	0%
Representative	23	63.9%	10	27.8%	1	2.8%	0	2.8%	0	0%
SEA Employee	12	50%	3	25%	3	25%	0	0%	0	0%
Other	14	46.7%	12	40%	4	13.3%	0	0%	0	0%
Quality programs and instructors										
Teacher	315	82%	55	14.3%	11	2.9%	2	0.5%	1	0.3%
Administrator	72	84.7%	12	14.1%	0	0%	0	0%	0	0%
Counselor	4	66.7%	1	16.7%	1	16.7%	0	0%	0	0%
Representative	33	91.7%	1	2.8%	0	0%	0	0%	0	0%
SEA Employee	12	100%	0	0%	0	0%	0	0%	0	0%
Other	28	93.3%	2	6.7%	0	0%	0	0%	0	0%
Program stability from year to year										
Teacher	286	74.5%	77	20.1%	15	3.9%	3	0.8%	3	0.8%

Administrator	61	71.8%	21	24.7%	0	0%	2	2.4%	2	2.4%
Counselor	2	33.3%	3	50%	1	16.7%	0	0%	0	0%
Representative	27	75%	4	11.1%	3	8.3%	0	0%	0	0%
SEA Employee	10	83.3%	1	8.3%	1	8.3%	0	0%	0	0%
Other	20	66.7%	7	23.3%	3	10%	0	0%	0	0%

Q9. What do you think is the greatest challenge to advancing access and inclusion in CTE for all learners?	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Geographic access	70	20.5%	18	23.7%	2	33.3%	10	31.3%	4	36.4%	10	34.5%
Entrance/other requirements for participation in CTE programs	33	9.6%	6	7.9%	0	0.0%	3	9.4%	0	0.0%	3	10.3%
Lack of diversity in the workforce/talent pipelines to meet industry demand	35	10.2%	5	6.6%	1	16.7%	3	9.4%	1	9.1%	2	6.9%
Lack of instructor diversity	31	9.1%	6	7.9%	0	0.0%	2	6.3%	1	9.1%	2	6.9%
Lack of data systems to identify and address opportunity gaps	19	5.6%	9	11.8%	1	16.7%	1	3.1%	0	0.0%	3	10.3%
Lack of funding/resources for additional supports to learners who may need them	106	31.0%	13	17.1%	1	16.7%	9	28.1%	3	27.3%	4	13.8%
Lack of professional development that enables cultural competence/differentiated supports for all learners	48	14.0%	19	25.0%	1	16.7%	4	12.5%	2	18.2%	5	17.2%

For question 9, respondents also had the option to provide a response not contained in the list above. Common themes among these responses:

- Students unaware of career opportunities
- Lack of CTE knowledge among guidance counselors
- Students not enrolled in CTE courses that they requested
- CTE as a “filler” or elective
- Systemic racism
- Lack of parental support
- Specialized CTE teacher certifications
- Overburdened teachers
- School funding challenges
- Transportation challenges
- Coordination between CTED and districts
- Lack of student perspective when planning
- Societal bias

Some respondents indicated that they did not view access and inclusion as a current challenge in CTE (n = 6, <1%)

Q10. All 9th – 12th grade learners currently have access to a variety of robust CTE programs and courses.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	104	27.1%	25	29.4%	2	33.3%	4	11.4%	0	0.0%	4	13.3%
Agree	191	49.7%	36	42.4%	2	33.3%	14	40.0%	9	75.0%	19	63.3%
Disagree	75	19.5%	15	17.6%	1	16.7%	10	28.6%	2	16.7%	5	16.7%
Strongly Disagree	8	2.1%	9	10.6%	1	16.7%	1	2.9%	0	0.0%	1	3.3%
Don't Know	6	1.6%	0	0.0%	0	0.0%	6	17.1%	1	8.3%	1	3.3%

Q11. Arizona should ensure that all K-12 and postsecondary learners have access to and are aware of a robust offering of CTE courses and programs that are aligned to the state's economic and labor priorities.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	146	76.4%	28	77.8%	2	100.0%	10	71.4%	8	88.9%	14	73.7%
Agree	43	22.5%	8	22.2%	0	0.0%	4	28.6%	1	11.1%	5	26.3%
Disagree	2	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Strongly Disagree	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Don't Know	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Q12. All K-12 learners should be exposed to CTE courses and programs prior to high school graduation.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	296	77.1%	72	84.7%	4	66.7%	25	71.4%	12	100.0%	22	73.3%
Agree	74	19.5%	10	11.8%	1	16.7%	7	20.0%	0	0.0%	8	26.7%
Disagree	14	3.6%	3	3.5%	1	16.7%	2	5.7%	0	0.0%	0	0.0%
Strongly Disagree	0	0.0%	0	0.0%	0	0.0%	1	2.9%	0	0.0%	0	0.0%
Don't Know	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Q13. CTE should be provided to learners in multiple settings, including comprehensive high schools, Career and Technical Education Districts (CTEDs), and community and technical colleges.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	286	74.5%	67	78.8%	4	66.7%	29	82.9%	10	83.3%	22	73.3%
Agree	86	22.4%	16	18.8%	2	33.3%	6	17.1%	2	16.7%	7	23.3%
Disagree	9	2.3%	2	2.4%	0	0.0%	0	0.0%	0	0.0%	1	3.3%
Strongly Disagree	3	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Don't Know	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Q14. All 9-12 CTE programs and courses are currently aligned with the state's economic/labor priorities.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	74	19.3%	6	7.1%	1	15.7%	4	11.4%	2	16.7%	3	10.0%
Agree	164	42.7%	45	52.9%	2	33.3%	7	20.0%	6	50.0%	9	30.0%
Disagree	71	18.5%	23	27.1%	2	33.3%	13	37.1%	3	25.0%	13	43.3%
Strongly Disagree	12	3.1%	1	1.2%	1	16.7%	1	2.9%	0	0.0%	1	3.3%
Don't Know	63	16.4%	10	11.8%	0	0.0%	10	28.6%	1	8.3%	4	13.3%

Q15. All K-12 and postsecondary CTE courses and programs should be aligned with the state's economic and labor market priorities.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	191	49.7%	43	50.6%	2	33.3%	13	37.1%	7	58.3%	13	43.3%
Agree	171	44.5%	34	40.0%	4	66.7%	19	54.3%	5	41.7%	15	50.0%
Disagree	21	5.5%	7	8.2%	0	0.0%	3	8.6%	0	0.0%	2	6.7%
Strongly Disagree	1	0.3%	1	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Don't Know	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Q16. The current state approved CTE programs do link seamlessly to postsecondary programs in Arizona, including access to early college (including college and concurrent enrollment) in high school.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	51	13.3%	2	2.4%	1	16.7%	2	5.7%	1	8.3%	1	3.3%
Agree	160	41.7%	51	60.0%	3	50.0%	11	31.4%	5	41.7%	13	43.3%
Disagree	103	26.8%	24	28.2%	2	33.3%	11	31.4%	3	25.0%	14	46.7%
Strongly Disagree	13	3.4%	4	4.7%	0	0.0%	3	8.5%	1	8.3%	1	3.3%
Don't Know	57	14.8%	4	4.7%	0	0.0%	8	22.9%	2	16.7%	1	3.3%

Q17. All K-12 CTE pathways should link seamlessly to postsecondary programs in Arizona, including access to early college (including college and concurrent enrollment) in high school.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	219	57.0%	43	50.6%	5	83.3%	18	51.4%	7	58.3%	18	60.0%
Agree	151	39.3%	37	43.5%	0	0.0%	16	45.7%	5	41.7%	9	30.0%
Disagree	13	3.4%	5	5.9%	1	16.7%	1	2.9%	0	0.0%	3	10.0%
Strongly Disagree	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Don't Know	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Q18. Obtaining an industry-recognized credential is an important milestone that all high school learners should achieve by time of graduation.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	137	35.7%	36	42.4%	3	50.0%	14	40.0%	4	33.3%	12	40.0%
Agree	157	40.9%	32	37.6%	2	33.3%	11	31.4%	6	50.0%	10	33.3%
Disagree	77	20.1%	13	15.3%	1	16.7%	8	22.9%	2	16.7%	8	26.7%
Strongly Disagree	13	3.4%	4	4.7%	0	0.0%	2	5.7%	0	0.0%	0	0.0%
Don't Know	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Q19. All learners should strive to obtain a postsecondary credential and/or degree following high school graduation.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	131	34.1%	30	35.3%	2	33.3%	11	31.4%	2	16.7%	12	40.0%
Agree	154	40.1%	30	35.3%	4	66.7%	15	42.9%	8	66.7%	11	36.7%
Disagree	87	22.7%	21	24.7%	0	0.0%	9	25.7%	2	16.7%	7	23.3%
Strongly Disagree	12	3.1%	4	4.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Don't Know	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Q20. All K-12 learners should be exposed to workplaces and occupations while in school.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	248	64.6%	62	72.9%	5	83.3%	22	62.9%	10	83.3%	18	60.0%
Agree	131	34.1%	22	25.9%	1	16.7%	12	34.3%	7	16.7%	12	40.0%
Disagree	5	1.3%	0	0.0%	0	0.0%	1	2.9%	0	0.0%	0	0.0%
Strongly Disagree	0	0.0%	1	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Don't Know	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Q21. Arizona CTE should explore more virtual/hybrid CTE options for students.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	77	20.1%	29	34.1%	3	50.0%	13	37.1%	6	50.0%	8	26.7%
Agree	133	34.6%	29	34.1%	3	50.0%	13	37.1%	4	33.3%	16	53.3%
Disagree	127	33.1%	23	27.1%	0	0.0%	7	20.0%	2	16.7%	5	16.7%
Strongly Disagree	47	12.2%	4	4.7%	0	0.0%	2	5.7%	0	0.0%	1	3.3%
Don't Know	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Q22. All 5th – 12th grade learners currently know what CTE is and what CTE programs and courses are available to them.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	44	11.5%	13	15.3%	2	33.3%	2	5.7%	0	0.0%	7	23.3%
Agree	40	10.4%	11	12.9%	2	33.3%	4	11.4%	1	8.3%	2	6.7%
Disagree	167	42.7%	33	38.8%	0	0.0%	13	37.1%	6	50.0%	7	23.3%
Strongly Disagree	101	26.3%	25	29.4%	2	33.3%	10	28.6%	4	33.3%	11	36.7%
Don't Know	35	9.1%	3	3.5%	0	0.0%	6	17.1%	1	8.3%	3	10.0%

Q23. All 9-12 learners currently have access to work-based learning while in school.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	44	11.5%	8	9.4%	2	33.3%	1	2.9%	1	8.3%	0	0.0%
Agree	120	31.3%	25	29.4%	2	33.3%	7	20.0%	0	0.0%	3	10.0%
Disagree	140	36.5%	33	38.8%	2	33.3%	14	40.0%	8	66.7%	16	53.3%
Strongly Disagree	33	8.6%	13	15.3%	0	0.0%	3	8.6%	2	16.7%	5	16.7%
Don't Know	47	12.2%	6	7.1%	0	0.0%	10	28.6%	1	8.3%	6	20.0%

Q24. Learners have the appropriate classroom equipment to learn and master the technical skills needed for current occupations in Arizona.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	45	11.7%	13	15.3%	1	16.7%	2	5.7%	0	0.0%	2	6.7%
Agree	129	33.6%	36	42.4%	1	16.7%	6	17.1%	6	50.0%	12	40.0%
Disagree	125	32.6%	27	31.8%	4	66.7%	14	40.0%	5	41.7%	10	33.3%
Strongly Disagree	61	15.9%	7	8.2%	0	0.0%	2	5.7%	0	0.0%	2	6.7%
Don't Know	24	6.3%	2	2.4%	0	0.0%	11	31.4%	1	8.3%	4	13.3%

Q25. CTE teachers have the appropriate knowledge and technical skills in their field of expertise that reflect Arizona's current occupations.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	9	25.8%	10	11.8%	3	50.0%	4	11.4%	1	8.3%	1	3.3%
Agree	27	52.3%	52	61.2%	2	33.3%	15	42.9%	5	41.7%	19	63.3%
Disagree	13	13.8%	22	25.9%	1	16.7%	7	20.0%	6	50.0%	8	26.7%
Strongly Disagree	13	3.4%	0	0.0%	0	0.0%	3	8.6%	0	0.0%	1	3.3%
Don't Know	18	4.7%	1	1.2%	0	0.0%	6	17.1%	0	0.0%	1	3.3%

Q26. CTE teachers have the appropriate instructional skills that allow students to have well-rounded learning experiences.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	86	22.4%	6	7.1%	2	33.3%	2	5.7%	1	8.3%	0	0.0%
Agree	216	56.3%	47	55.3%	4	66.7%	18	51.4%	5	41.7%	16	53.3%
Disagree	52	13.5%	26	30.6%	0	0.0%	7	20.0%	5	41.7%	10	33.3%
Strongly Disagree	12	3.1%	2	2.4%	0	0.0%	1	2.9%	1	8.3%	2	6.7%
Don't Know	18	4.7%	4	4.7%	0	0.0%	1	2.9%	0	0.0%	2	6.7%

Q27. Representatives from Arizona's business and industry are invited often by the state to be actively engaged partners in the state's K-12 development of CTE program standards and evaluation processes.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	50	13.0%	11	12.9%	0	0.0%	5	14.3%	4	33.3%	6	20.0%
Agree	159	41.4%	42	49.4%	2	33.3%	16	45.7%	4	33.3%	16	53.3%
Disagree	54	14.1%	9	10.6%	1	16.7%	3	8.6%	1	8.3%	2	6.7%
Strongly Disagree	22	5.7%	4	4.7%	1	16.7%	1	2.9%	0	0.0%	2	6.7%
Don't Know	99	25.8%	19	22.4%	2	33.3%	10	28.6%	3	25.0%	4	13.3%

Q28. Arizona Department of Education CTE unit provides adequate professional development to meet all elements of an approved CTE program.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	51	13.3%	11	12.9%	1	16.7%	4	11.4%	4	33.3%	3	10.0%
Agree	175	45.6%	50	58.8%	2	33.3%	10	28.6%	5	41.7%	13	43.3%
Disagree	83	21.6%	15	17.6%	0	0.0%	5	14.3%	1	8.3%	6	20.0%
Strongly Disagree	25	6.5%	4	4.7%	1	16.7%	1	2.9%	0	0.0%	1	3.3%
Don't Know	50	13.0%	5	5.9%	2	33.3%	15	42.9%	2	16.7%	7	23.3%

Q29. Arizona Department of Education CTE unit provides adequate guidance and programmatic support to meet the requirements of an approved CTE program.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	43	11.2%	12	14.1%	1	16.7%	4	11.4%	5	41.7%	3	10.0%
Agree	193	50.3%	55	64.7%	2	33.3%	13	37.1%	5	41.7%	17	56.7%
Disagree	86	22.4%	12	14.1%	0	0.0%	4	11.4%	1	8.3%	5	16.7%
Strongly Disagree	18	4.7%	2	2.4%	1	16.7%	1	2.9%	0	0.0%	0	0.0%
Don't Know	44	11.5%	4	4.7%	2	33.3%	13	37.1%	1	8.3%	5	16.7%

Q30. Arizona Department of Education CTE unit provides adequate guidance and technical support to meet reporting requirements.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	43	11.2%	14	16.5%	1	16.7%	3	8.6%	8	66.7%	4	13.3%
Agree	180	46.9%	52	61.2%	1	16.7%	14	40.0%	2	16.7%	17	56.7%
Disagree	78	20.3%	12	14.1%	1	16.7%	1	2.9%	1	8.3%	4	13.3%
Strongly Disagree	13	3.4%	3	3.5%	1	16.7%	1	2.9%	0	0.0%	0	0.0%
Don't Know	70	18.2%	4	4.7%	2	33.3%	16	45.7%	1	8.3%	5	16.7%

Q31. Arizona Department of Education CTE unit provides adequate assistance to integrate CTSOs into program instructions plans.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	47	12.2%	15	17.6%	0	0.0%	3	8.6%	3	25.0%	3	10.0%
Agree	187	48.7%	47	55.3%	3	50.0%	13	37.1%	8	66.7%	15	50.0%
Disagree	74	19.3%	14	16.5%	1	16.7%	2	5.7%	0	0.0%	6	20.0%
Strongly Disagree	34	8.9%	4	4.7%	1	16.7%	0	0.0%	0	0.0%	0	0.0%
Don't Know	42	10.9%	5	5.9%	1	16.7%	17	48.6%	1	8.3%	6	20.0%

Q32. Arizona's CTE Strategic Plan should drive the Perkins V State Plan for CTE delivery in Arizona.

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Strongly Agree	81	21.1%	23	27.1%	1	16.7%	8	22.9%	8	66.7%	6	20.0%
Agree	140	36.5%	46	54.1%	3	50.0%	16	45.7%	3	25.0%	13	43.3%
Disagree	13	3.4%	5	5.9%	0	0.0%	3	8.6%	0	0.0%	1	3.3%
Strongly Disagree	6	1.6%	1	1.2%	0	0.0%	1	2.9%	0	0.0%	0	0.0%
Don't Know	144	37.5%	10	11.8%	2	33.3%	7	20.0%	1	8.3%	10	33.3%

Q33. Do you know what CTE programs are available at your local high school, charter, or community college?

	Teacher		Administrator		Counselor		Representative		State Education Agency Employee		Other	
Yes	350	91.1%	83	97.6%	6	100.0%	26	74.3%	11	91.7%	29	96.7%
No	31	8.9%	2	2.4%	0	0.0%	9	25.7%	1	8.3%	1	3.3%

Q34. Please let us know if you have any other comments regarding CTE in Arizona.

Comments below are verbatim from survey respondents.

Role	Comment
School or District Administrator	Online and hybrid models in all CTE areas is a must for the future of CTE
School or District Administrator	If ADE continues requiring Certification achievement, then they should be truly matched and achieve able for all students entering the workforce
Other - Please specify	CTE programs offer an excellent opportunity for students to have a job after graduation.
School or District Administrator	Focus on WBL integration all over the state should be paramount.
Counselor	I feel in this moment in time we need to reach students with a more capable hand of understanding and offer, CTE Math, Science, and English. I feel this would assist in the job market. I also believe offering programs that allow the student to partner and go directly to work if they would choose. Allowing students to be better rounded offering a more comprehensive 9-12 graduating program, not play time.
Other - Please specify	Appreciate the leadership direction for our state
Elected Official	It is good but could be better...
School or District Administrator	CTE teachers are asked to do so much more than just teach to earn certain types of funding. In looking at funding, the additional pieces (CTSO, PD, etc.) all cost additional money. If the state wants students and teachers to attend additional events it should be at a much lower cost.
Teacher	Equity for all schools in Arizona.
School or District Administrator	My personal opinion is CTE is headed in the right direction to improve the workforce necessary for the future of our State.
Representative of a postsecondary system or institution	Communication regarding CTE opportunities could be improved (My two high schoolers did not understand what EVIT was and skipped tour because of it). Collaboration between secondary and post secondary could be improved with more CTE for dual or concurrent enrollment (Jteds are well funded, but do their own thing as they should collaborate more with higher education). Kids primarily do not want to leave their high school campus, so providing virtual, hybrid options that allow them to stay at their home high school vast majority of time should be the focus. There should be a pathway of secondary CTE into postsecondary.
Teacher	I really feel that there are many schools that have "better" programs. And by better I mean more resources more teachers, more time in the classroom with students. I am getting 1 hour or less to teach content that some teachers have 2-4 hours a day to teach. It feels unfair that we expect my students to perform similarly when they don't have the same resources.

Representative from Business and Industry	I have been trying to find the gateway to connecting seamlessly w/ CTE in Phoenix to create an industry connection for 8 years. This is the first year, I have been contacted from the state level. Some of my responses are based on the last year I taught in an AZ HS and although I had >10yrs experience in actual industry employment w/ industry credentials, I was unable to teach a related course because I did not have a graduate degree. The individual who was able to teach the course had a graduate degree in technology, not in the field being taught nor any real life experience in the field being taught. CTE programs need to recognize not all pathways are direct, straight. Real Life experience combined w/ teaching credentials should be primary consideration so students are getting first hand information.
Other - Please specify	Thank you for all you do!!!!
Teacher	CTE is an amazing opportunity for students to prepare for the workforce or further education. Not all students need to continue on to college as we are in dire need of employees in the trades. CTE in Arizona is already good, but it needs to continue improving based on CTE teacher and employers feedback so Arizona can become the best in the US.
Other - Please specify	We are moving in the right direction. However, continued focus on enrollment in Jr College and/or University at time takes the focus off the importance of marketable skills at time of high school graduation/CTE completion.
Teacher	Stagecraft/Technical theatre should be aligned with the new USITT Technical Theatre Exam for industry certification.
Teacher	The mass employee turnover with the CTSO directors 9 in 3 years? From a management view point that is a HUGE red flag.
Teacher	Monitoring is Terrible. Need the be more clear on what you want. More guidance and examples. All CTE teachers at my school are angry with how this is going.
Teacher	CTE should be an essential part of education regardless of whether or not a student is matriculating to postsecondary institution or into the workforce.
Teacher	ECE and Ed Professions are different subjects. Many teachers from ED Professions teachers have been transitioned to ECE with out any experience in ECE, and are unaware of the licensing/ laws for ECE in Arizona.
Teacher	CTSO in some CTE classrooms are the driving curriculum VS the actual content of the standards. I dont agree with this practice and feel that programs not meeting the ex[pectations on standardized measures should be evaluated and corrected.
Teacher	All Culinary programs should have commercial equipment that students would see in the workplace, not home economic kitchens
Teacher	Make it a priority. The world is no longer college/university bound.
Teacher	Funding is a huge issue for rural and remote schools and their respective programs making it more difficult to ensure a quality program and opportunities for student success

Teacher	This could be such a positive and rewarding opportunity for students to leave high school with job or career opportunities , but on my end that is not true. Mostly funding issues.
Teacher	Lack of qualified CTE teachers is the biggest problem. Needs to be more training - especially in Software and App Design and Network Security. Just because you know Word does not qualify you to teach CTE.
Teacher	Get rid of CTSO's and make it a choice. Limit class sizes to no more than 20. Do away with DEPT chairs at schools(no longer needed) Do away with state assessment and look at industry certification as the " benchmark" for student achievement
School or District Administrator	Need to move to the future with online and hybrid options for CTE classes available to everyone
School or District Administrator	Make it easier to get credentials on the approved list. The process is not very good, and we were denied a community college certification for approval which still makes no sense to me.
Teacher	Please fix this broken system.
Teacher	If there is support a ADE, it is not translated well at district level.
Teacher	There needs to be more funding for all CTE programs.
Teacher	The groupings need to be redone. Model Texas CTE and their appropriate career clusters
Teacher	The CTE Strategic Plan at Rio Rico High School is a pencil whipped document that does not include any none staff participants in the plan.
Teacher	I believe CTE in Arizona needs more robust and sustainable partnerships with industry (i.e. industry internships).
Teacher,Other - Please specify	I find it to be run by uneducated staff in certain fields that dictate how classes should be run with no knowledge of that skill
Teacher	Please work hard at having state legislators understand the importance of CTE and importance of additional support for it.
Teacher	GREAT programs' Lets make sure the states support them and give the appropriate means to sustain them. Would like to see more funding go more towards central programs that actually give certificates to work. I know a lot of high school programs that give somewhat an idea of what is out there and that is good but not spending so much on that. Central programs should be priority.
Teacher	Class sizes are getting bigger and bigger every year. Not good for CTE programs.
Teacher	Please integrate virtual learning AND in person classtime. These kids are so tired from attending two schools and needing to work. These are examples of CTE demographics. Most kids are taking care of themselves AND their families.

School or District Administrator	There needs to be a drastic overhaul of flexibility in response. The educational time line does not cut it for business and industry. Also the pandemic taught business and industry how to go virtual or hybrid, however CTE cannot mimic this trend and due to this there is a failure to correctly align to the realities in business and industry.
Teacher	We need to do a better job of letting students and parents know about CTE. We have a skill shortage CTE can at minimum attempt to help fill this short fall. Remove the restrictions the administration faces and open the door the CTE students. Then pay the teachers in industry so they can afford to take these jobs. The teachers we have are good they just aren't from industry.
Teacher	Much needed funding for salaries of teacher retention. In order to compete with industry you will lose teachers to go back into industry if the salaries don't go up. Access to funding for better materials beyond just computers need to improve.
Teacher	Better alignment of CTE Programs to current career trends
Teacher	I feel that you are making students decide what they are going to do for their career way to soon. They should be able to try different CTE classes to see if that is what they want to pursue in college I also have an issue with the certification. I have talked to many employers and about 95% said they do not look at those certification I know for my particular CTE course the business partners who we had to write the new standards said he does not look at them. I was also very frustrated due to the fact I gave up two days of my time to help write the standards and when we received them they had changed by a bunch. The standards were not what the high school, industry and secondary schools professionals agreed upon. I have taught for 27 years and I feel CTE in our state is terrible. The ADACTE Unit does not take into consideration rural school districts and the challenges we face with the mandates that are given to us. CTSO's are also a stumbling block for rural schools. The cost of them is high and trying to fundraise for competitions is hard. We have to raise enough money to pay for the conference, hotels, food, and fuel for vehicle which runs in the thousands of dollars. I could go on and on about what needs to be changed but feel it is going to land on deaf ears any way.
Teacher	Our society has come to believe that a 4 year degree is a requirement for success, but that's simply not true anymore. CTE programs offer students an opportunity to explore career paths BEFORE spending obscene amounts of money on a degree they may not need and may open doors to careers they didn't know existed (it did for me).
Teacher	I strongly disagree with the options available to Culinary Arts programs for 3rd party certification. Food Handler is more appropriate than Restaurant Management for high school students. CTE cabinetry students have a completely appropriate OSHA safety 3rd party requirement. ProStart certification for Culinary would be highly valuable for us but we cannot overcome the problem of that many hours required for work in industry. Likewise the ACF bakery certification is not an option for most AZ Culinary CTE programs.
Teacher	Teacher's are not adequately compensated for running a CTSO
School or District Administrator	Please provide more CTE offerings post-secondary in rural areas.

Teacher	I think program instructors should be involved in the selection of their students to ensure they have the abilities to meet course demands.
Teacher	Would recommend placing a cap on CTE class sizes due to it being industry based and as an ECE teacher, I cannot place 36 students in a room with preschoolers. Placing a cap on class sizes would help my current students gain industry knowledge hands on rather than through a textbook.
Teacher	Phoenix Union High School District does not care about quality of a CTE program. They just care about quantity. The academies at South Mountain are a perfect example of what CTE should NOT be. The principal there Mr. Fair has no clue what CTE is and should be.
Teacher	We need better staff working at ADE to really provide strong support for our CTE Teachers and our CTSO's. The leadership is not strong.
Teacher	I feel that there is a disconnect between the state and the rural schools. The state does not understand them when making decisions that are very difficult if not impossible for us to meet. Example I graduate 12 culinary students with industry credentials. There are not 12 positions open in this rural environment for them to fill. This means that the numbers are off. The state does not understand that. Many of the students do not want to leave the rural environment they are in.
Teacher	Funding reflects very differently in different programs. Some programs struggle to get the bare necessities to teach standards while others thrive.
Other - Please specify	Students who are enrolled in post-secondary education or job training, military, or employed should count as a placement regardless of whether the student is continuing their education/training/employment in an area that does not align with their secondary CTE program
School or District Administrator	We need help getting more secondary teachers certified in CTE areas. Certification is too rigid.
Teacher	I was not sure how to answer the question about changing limits to class size. It would negatively impact classes to remove limits to class size in CTE programs. As these are hand-on programs, so of which require very close instructor supervision, it is important to keep class sizes smaller so students can get the help and supervision needed to be safe and successful in the course.
Teacher	All CTSO Organizations need to be better represented in Tucson.....
Teacher	teachers are being forced to teach CTE programs that they do not have expertise in.
Teacher	We need help setting up business partnerships with all programs to allow pros to come in and show these students the ropes. For example, could you set me up with a FAANG company rep to talk to my kids about Software & App design?
Teacher	The state needs to place more funding towards CTE in schools and not CTEDS.

Teacher	Bigger class sizes are not the answer. Student to teacher ratios should be maintained for safety. Stop thinking about \$\$ and putting butts in seats. Attract and hire more CTE teachers.
Teacher	CTE is the way to go.. less core and more career
Counselor,School or District Administrator	maintain continuity
Teacher	CTE courses should not all be treated with a blanket policy like national state testing. These industries are all different, focus on different skills and should not be looked at through the same lens. There should also be more time to present the information for courses. Being asked to excel at all things (competitions, TSA, CTSOs, positive graduation percentage, community involvement etc.) is very difficult when only having two years to prepare completers. Three years is more realistic, even though the government figures quantity over quality is the way to go.
Teacher	The questions that ask "do all students" is not something I can answer with confidence. I only know my situation. not all.
Teacher	CTE is the underappreciated gem of high schools in Arizona - if only the district and school site admin would appreciate it as more than just a CC&R point machine. It helps our students more practically than just about any other department and when done right, it is AMAZING for students, staff and schools. However, too many districts see CTE as a place to dump coaches and dump students so they don't get the full experience. And too often they think that because CTE gets some grant funding, they don't need the support (financial and otherwise) of the school and ignore the programs, the students, the staff and it hurts what CTE could be. This is something schools and school officials need to value more - CTE teachers (the ones who teach) are incredible and it does so much for our students.
Teacher	Many CTE Teachers struggle because they have little to no experience in education. Though they are very qualified in their field, the basics of teaching often alludes them and causes struggles for them. Teaching is like a trade. It's very rare that someone can just show up with no experience and not struggle. Many of the CTE teachers haven't learned basic teaching techniques and struggle in areas such as classroom management and/or lesson planning.
Teacher	We are a rural area that has no Navit locations here. We have to drive 30 - 45 miles one way for the closest Navit location.
Teacher	Sole position of a director to focus on CTE duties, not shared positions whereas 50% other non-related CTE duties. Full support in CTE admins to focus on CTE duties.
Teacher	I think it should be required for all students.
Teacher	As a teacher and parent, I feel that if a CTE program has been in the school for a few years that more should be done to build the CTE program so that students can experience what a workplace would look like and feel like working in. Rural schools are at a disadvantage in this area some do not have the funding to have the proper lab set up so students can work with up to date industry equipment. This needs to change if CTE programs are to be beneficial to our students.

Teacher	Some vital CTE programs do not have attainable industry credentials. That requirement should not apply to all programs.
Teacher	CTSO need more free industry driven activities for students.
Teacher	HIPAA sometimes prevents healthcare from utilizing students. HOSA is way too expensive for our low income folks. Living in a small town means that sources are drained, for funding, with all the student sports, organizations, schools
Teacher	The industry credentials listed for programs are not equitable between the CTEC and the public high schools. CTEDS have 2-300 more hours of instruction than regular high schools. Either mandate more hours for regular HS CTE courses before being "completers", or align industry credential expectations to the # of hours a student has completed in the program. NOT EQUITABLE.
Representative of a postsecondary system or institution	build in more flexibility into the budgeting once a Perkins Application is submitted. Process is tough for reallocations of spending through Revision in GME and internal Business Office budgets for us to spend the grant dollars on CTE Programs and Goals already identified and approved.
Teacher	Need to update equipment and facilities in culinary
Teacher	1. Following up with completers is problematic and mostly impossible. 2. SkillsUSA is very disorganized and difficult to justify.
Teacher	small rural schools need more funding to maintain and enhance Building Trades Programs
Teacher	Increasing class sizes/caps should not be considered as a way to increase student involvement! It takes away from the learning opportunities and hands-on instruction time.
Teacher	Better engagement with teachers to ensure that all stakeholder needs are considered in the strategic planning process. Remove barriers present to understanding student and teacher needs in developing a strategic plan for CTE in Arizona.
Teacher	Rural community's have problems involving business's and internet issues all day long
Teacher	I teach digital journalism but we are always "lumped in" with film and media coursework. That's not right, film and media is about entertainment. Journalism is about sharing facts and important information with the public. Those are distinctly different categories. When we take standardized CTE tests in the high schools, the journalism test relies heavily on film and digital media...that's not what we are about. Please consider making Digital Journalism an autonomous program without so many ties and policies directed to journalism as if we were film programs.
Teacher	Please make sure that CTE is one of Arizona's top priorities in education. This is our future workforce and we desperately need a larger and better one.
Teacher	Arizona still sees CTE as the old Vocational Education.
School or District Administrator	The coherent sequences in AZ CTE provide little to no choice for learners to customize their CTE experience in secondary education. The business coherent sequences are great examples. In modern business we need students

	<p>who have accounting, marketing, entrepreneurship, and organizational management skills. The multitude of different roles within this industry will never be able to be fulfilled if students have to follow a rigid set of classes and don't have the opportunity to customize how they become a completer. Texas and Utah are both good examples of states that have created pathways of learning that allow the student to customize their courses taken towards completing a pathway. IN short, we need pathways, not coherent sequences. I do understand that this is a data nightmare, but it is best for students and is possible.</p>
Teacher	<p>CTE Teachers should be paid more. I have two degrees and am required to keep in good standing two certifications. I am currently \$30,000 per year under the Bureau of Labor and Statistics pay scale for having my credentials.</p>
Representative from Business and Industry	<p>Need to offer hybrid and online classes for students</p>
Teacher	<p>I understand the role of CTSO's, but the vast difference in quality, ease of access, and coherence between them makes things incredibly difficult to manage and understand. To truly do a CTSO properly, you almost have to have a second person to manage paperwork, finances, planning, etc.</p>
Teacher	<p>There is an effort in my district to get rid of all computer labs in our Marketing programs. I feel this is a disservice to students. The district has implied that students with just a chrome book can meet industry standards and that is just not true. Also, I think we should offer more Internet Security classes and Aviation or Drone classes at the high schools. There are teachers who can teach that content. We should attract more IT teachers and provide high level CTE courses, not just service type CTE courses like Hospitality and Home Health care which seems to be a trend. We need excellent computer labs in all content areas otherwise our "CTE" courses would be the same as an English class, just chairs and desks. This is a threat in my district, getting rid of computer labs.</p>
Teacher	<p>CTSO directors / leadership extreme rate of turnover...why?</p>
Teacher	<p>There is more support for new teachers. Whereas, seasoned teachers aren't offered PD that is relevant to expand their current knowledge and teach new items. I would love the opportunity to get tuition at Community College waved because I'm a teacher as I would love to take some classes that are similar to my photography classes so I can learn from others and implement ideas into my classroom.</p>
Teacher	<p>Trust your professionals/teachers. Let schools and districts decide what is good for their community. Stop making teachers jump through so many hoops to prove we deserve funding. It makes me hate my job that I used to love.</p>
Teacher	<p>It's a must keep in our high school</p>
Teacher	<p>Well, since you asked.... Give us choices in CTSO or other community involvement. Allow teacher input for equipment in classes, NO requirement for CTSO participation if we do other (better) Career activities, more student focus less "data driven" more demonstration of knowledge via community projects and get rid of the TSA.</p>
Teacher	<p>The hard to fill addenda given to Math and Science teachers needs to be highly considered for CTE Instructors. We have had a few openings for a few years and then filled with unqualified teachers who are provided little guidance to get up to speed to deliver a quality program. We are losing our veteran teachers in CTE because the workload is</p>

	unreasonable. You not only have to plan curriculum, you have to deal with equipment/technology set up and maintenance and field trips. Guest speakers are important but no one has time to cultivate a network that is very strong. CTSO support is great but there is way to much financial paperwork that is not user friendly and confusing. The teachers are REQUIRED to have a CTSO and you end up running a 100+ student CTSO with no one but you to handle it. That is equivalent to another teaching position because you want your students to be successful and be competitive. The bare minimum required of a CTE teacher scares a lot of academic instructors to transfer over because the workload is ridiculous. You are on an island with CTE.
Teacher	Get teachers who put students first and the rest fire them. Education is not about the retirement.
Teacher	More emphasis on Equipment and project base learning
Teacher	Faster Computers, More programs at all schools not just certain schools
Teacher	I would like to see a pre-built curriculum for new teachers, especially since many new CTE teachers do not have a teaching background, so lesson planning is not in their skillset.
Teacher	You need to reach out to school and district administrators more to stress the importance of CTE and the value it has for our students - ALL students. Too often the district looks at it as a cash cow to use money on non-CTE purposes from CTE ... and school admin looks at it as a place to dump coaches and students and force teachers to do multiple levels in one section, something they'd never do with a "real" academic course in their opinions. CTE does so much for schools and students but its teachers are under fire right now from administrators who do not appreciate what they do (they think CTSOs are just "clubs" for only kids not going to college should be in CTE) and we need YOU to stand up for us.
Teacher	Would like more funding in the classroom to match Industry needs, and more training on Instructional methods BEFORE new Industry teachers are in front of 30+ students.
School or District Administrator	Option F is killing CTE in Arizona. When we removed the requirement to attend Premier Series Courses to embrace their new profession of Educator, we have many, many "teachers" who are utterly unprepared, their Principal won't let them go because their certificate says they don't have to have it, and the kids suffer
Teacher	It is overwhelmingly clear by the job openings sent out by the state that there are nowhere near enough instructors to fill the need for quality CTE. That doesn't even account for the under-qualified CTE teachers that are currently in the classroom.
Representative from Business and Industry, Representative of a postsecondary system or institution,	Standards need to change MUCH faster than the current process allows, because of how rapidly the market is changing OR standards need to be a little more inclusive in the language to allow for changes in learning to meet the changing technology and job requirements. So many standards are already outdated by the time the changes are approved and implemented.
Teacher	I believe Option F is detrimental to CTE.

State Education Agency Employee	I am concerned about Option F teacher certification for CTE. This option allows industry folks to enter education without any background or requirement to receive training on instructional best practices. So many industry based teachers struggle with basic educational principles and often have a negative or disenchanting view of education. Option F supports this negativity towards education by not requiring these folks to pursue further training in being a classroom teacher. This is also conflicting with the expectation of any industry they would be coming from. Industry credentials are awarded after proving your knowledge and skills in that subject matter. Why would we waive this requirement for knowledge and skills in teaching?
Teacher	CTE is good for all kids- it needs to receive more recognition and credit.
Teacher	The CTE program for Arizona has been around for quite a while. The standards for those programs are not developed to the point they should be to have a robust CTE program and be able to retain teachers and students. The Standards have to be developed further so that the data the CTE Arizona is trying to gather is worth while.
Teacher	CTE is an amazing program and should be worldwide. In order to teach the future it would be nice to make sure that all of the up to date equipment is being supplied to teachers. All students should be held to a certain GPA to remain in the program. Class size should be capped or have an assistant teacher/volunteer from the industry for larger class sizes. Would be nice to start a job placement opportunity for high school students when completing their chosen course.
Teacher	Good programs
Other - Please specify	I feel we are doing a great disservice to teachers who possess an Option F certificate by not requiring courses in education. It sets teachers and students up for failure. Being a professional educator is a tough job and without the necessary skills it becomes a fly by the seat of your pants experience. With the state not requiring Option F teachers to take classes districts feel justified in refusing to let teachers go to professional development and spare themselves the cost of a substitute.
Teacher	Quality hands on learning in lab environments requires another adult to be present, especially when there is dangerous equipment or multiple lab areas.
Representative of a postsecondary system or institution	Tying Postsecondary Perkins too rigorously to the State CTE Strategic Plan could result in another layer of reporting requirements, in addition to the 28 sections of the CLNA, six or more measurable objectives, and 3 Performance Objectives.
State Education Agency Employee	It's time for MS CTE!
Teacher	I believe all teachers and parents in middle schools, charter schools, home schooled, private schools, and high schools should know what is CTE and the benefits it brings to all learners regardless of background and level of education or grade.
Other - Please specify	I have found option F Teaching Certification to be a disservice to the teacher entering the profession. By not requiring any coursework related to instruction of these teachers it implies they already know how to teach, manage programs, write lessons etc. My observations is that teachers under option F are much less likely to participate in the Premier

	Series courses and yet they struggle to teach. My request would be to add the 15 SH requirement for option F teachers similar to option A and C. My prediction on impacts would be retention of teachers and in turn more stability for students in programs.
Teacher	Are industry certifications really what we need students to achieve in order to know that they gained something from CTE? What about the interpersonal/employability/"soft" skills that are applicable to any workplace, non-profit, academic, or personal path a student may choose to enter post-graduation?
Representative from Business and Industry	More online opportunities
Teacher	Thank you for including multiple stakeholders in this matter. Good luck!
School or District Administrator	Thank you for your support and guidance!
Teacher	Better pay for all staff. More support from admin.
Other - Please specify	Strategize more on how to meet the goals of non-traditional students.

DRAFT - For Public Comment



Appendix A: Career and Technical Education Perkins Plan Stakeholder Survey Results, January 2024

What county do reside in & organization?

County	County Total	K-12	Post-Secondary	Community Partner	CTED	Parent	State Agency
Apache	2	2					
Cochise	6	5	1				
Coconino	3	3					
Gila	2	1	1				
Graham	1		1				
Greenlee	1	1					
Maricopa	86	66	2	5	12	3	1
Navajo	2	1	1				
Pima	28	20	1	2	4	1	
Pinal	10	10					
Santa Cruz	1	1					
Yavapai	8	6	1		1		
Yuma	5	5					

The following feedback from survey respondents was recorded as “support,” “do not support” or “need more information”:

- Reserve Funds will be utilized to provide technical assistance and training for staff responsible for recruitment and educational services of non-traditional students.
 - (61% support, 5% do not support)
- Administrative funds will be used for an ADE/CTE staff member provide support, technical assistance, and leadership relating to the recruitment and successful participation of special populations students in CTE programs.
 - (77% support, 3% do not support)
- The Arizona Department of Education, using Innovative Funds will partner with the Association of Career & Technical Education of Arizona (ACTEAZ) to administer the career and technical education conferences.
 - (93% support, 1% do not support)



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- Statewide leadership funds will be utilized to support professional development opportunities such as those provided by the Premier Series project.
 - (83% support, 15% do not support)
- Statewide leadership funds will be utilized to support postsecondary CTE administrator by convening administrators' meetings.
 - (73% support, 5% do not support)
- Statewide leadership funds will be utilized to support secondary CTE administrators by convening administrators' meetings.
 - (75% support, 6% do not support)
- ADE/CTE will collect data based on the statewide assessment for academic attainment in math, reading and science and use that data to provide technical assistance to subrecipients to increase academic achievement through CTE programming.
 - (80% support, 7% do not support)
- ADE/CTE will continue to embed academic standards into programs/ programs of study by cross-walking academic standards and technical standards in collaboration with the Arizona Department of Education's K-12 Standards Department.
 - (87% support, 2% do not support)
- ADE/CTE will continue to develop and update a state technical skills assessment for each approved secondary CTE program. Technical Skills Assessments item bank will be revised on a rotating basis every 3-5 years and will convene CTE instructors to develop assessment items.
 - (87% support, 3% do not support)
- ADE/CTE will include business and industry in the development of state technical standards for each approved secondary CTE program or program of study.
 - (95% support, 1% do not support)
- ADE/CTE will encourage and support innovative Career Pathways academies based on local initiatives that fully integrate academics within a CTE pathway as an integral part of that Career Pathways academy.
 - (86% support, 0% do not support)



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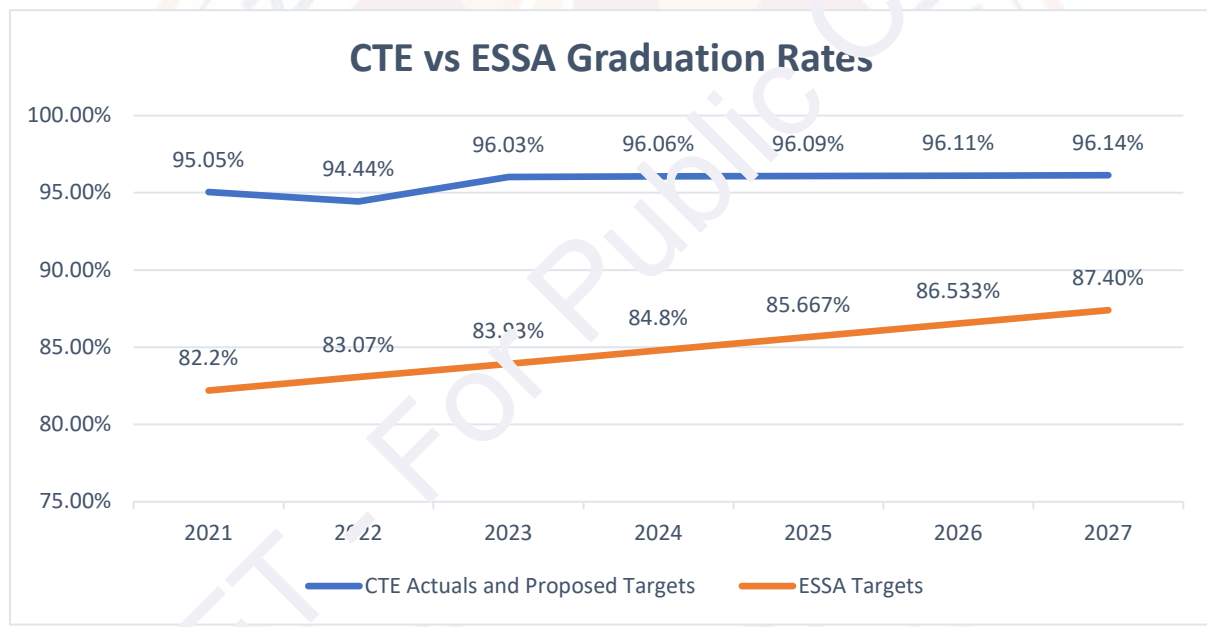
- ADE/CTE refers to employability skills as professional skills developed by business and industry across Arizona. Rubrics have been developed for each professional standard and can be utilized by subrecipients to evaluate student level of attainment of each professional skill standard.
 - (91% support, 0% do not support)
- The percentage distribution of formula funds will be divided with 18% of the funds awarded to postsecondary recipients and 82% of the funds awarded to secondary recipients.
 - 79% support, 2% do not support)



(Appendix B: Performance Measures)

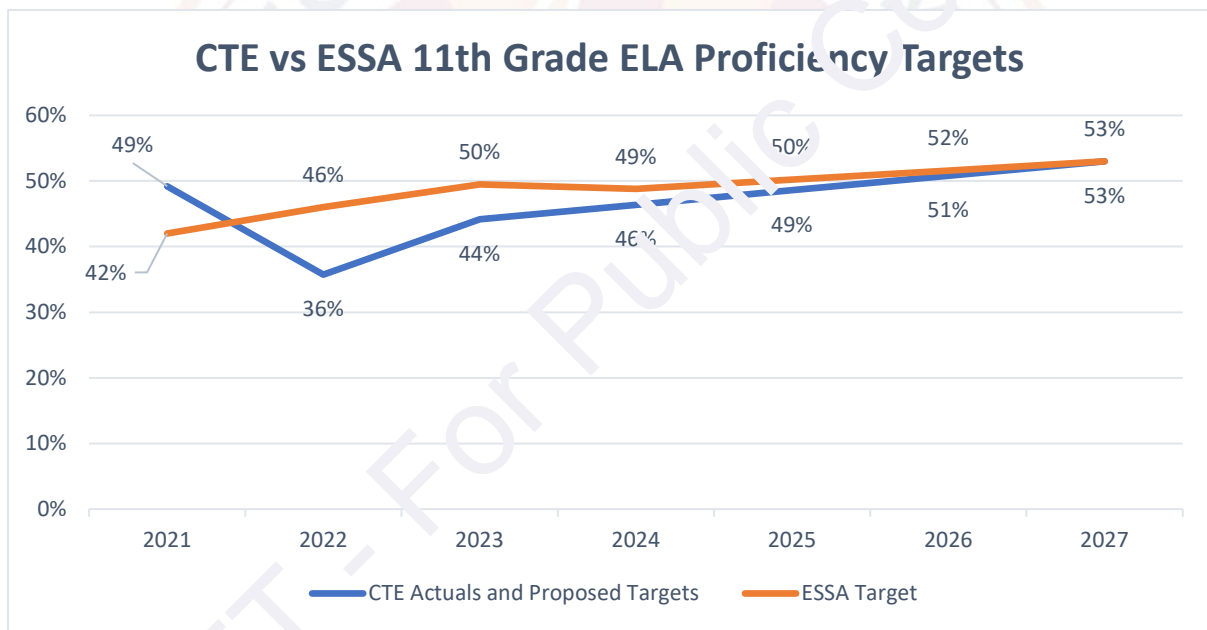
SECONDARY PERFORMANCE MEASURES

1S1 Graduation Rate	State Determined Levels of Performance (SDLP)			
	2024	2025	2026	2027
Numerator: Number of CTE concentrators who graduate with their cohort in the reporting year. Denominator: Number of CTE concentrators in the cohort in the reporting year.	96.06%	96.09%	96.11%	96.14%



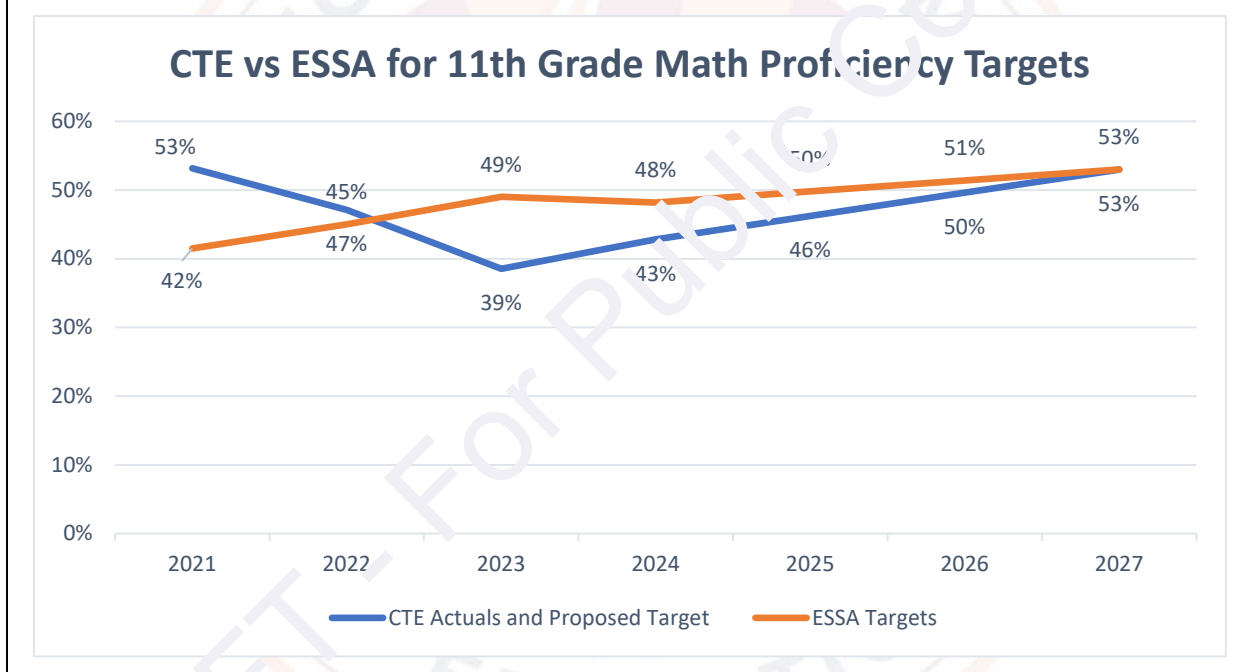


2S1 Reading/ELA Proficiency	State Determined Levels of Performance (SDLP)			
	2024	2025	2026	2027
<p>Numerator: Number of CTE concentrators who met or exceeded the reading standards measured on a state reading assessment and left secondary education in the reporting year.</p> <p>Denominator: Number of CTE concentrators who took a state reading assessment and left secondary education in the reporting year.</p>	46.38%	48.59%	50.00%	53.00%



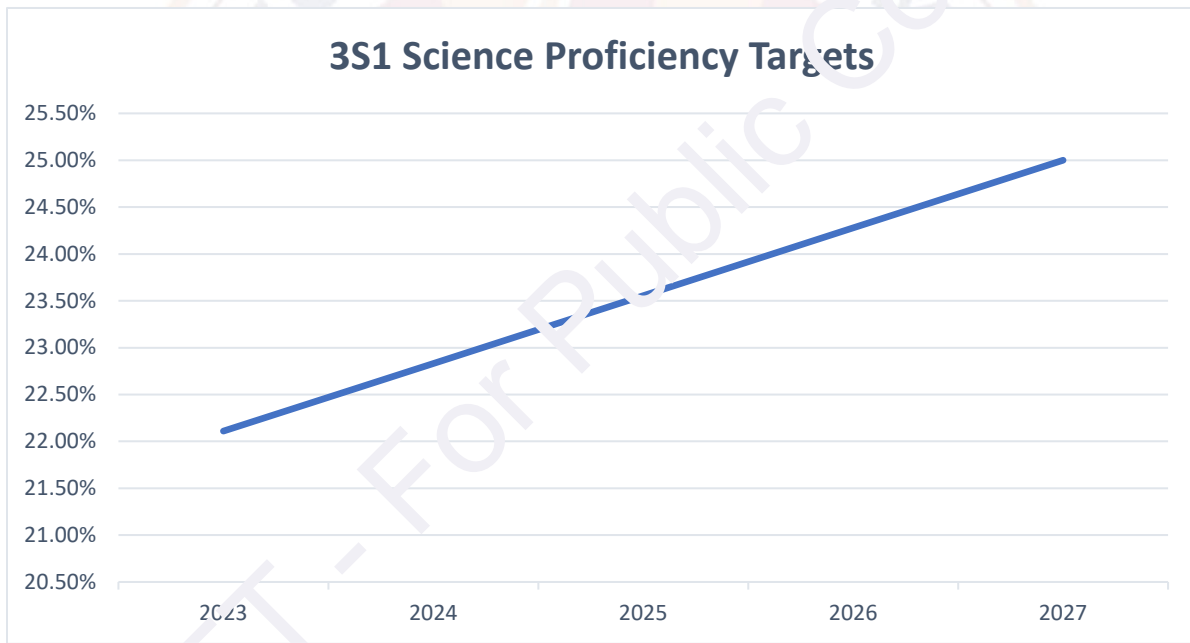


2S2 Mathematics Proficiency	State Determined Levels of Performance (SDLP)			
	2024	2025	2026	2027
<p>Numerator: Number of CTE concentrators who met or exceeded the mathematics standards measured on a state mathematics assessment and left secondary education in the reporting year.</p> <p>Denominator: Number of CTE concentrators who took a state mathematics assessment and left secondary education in the reporting year.</p>	42.83%	46.22%	49.61%	53.00%



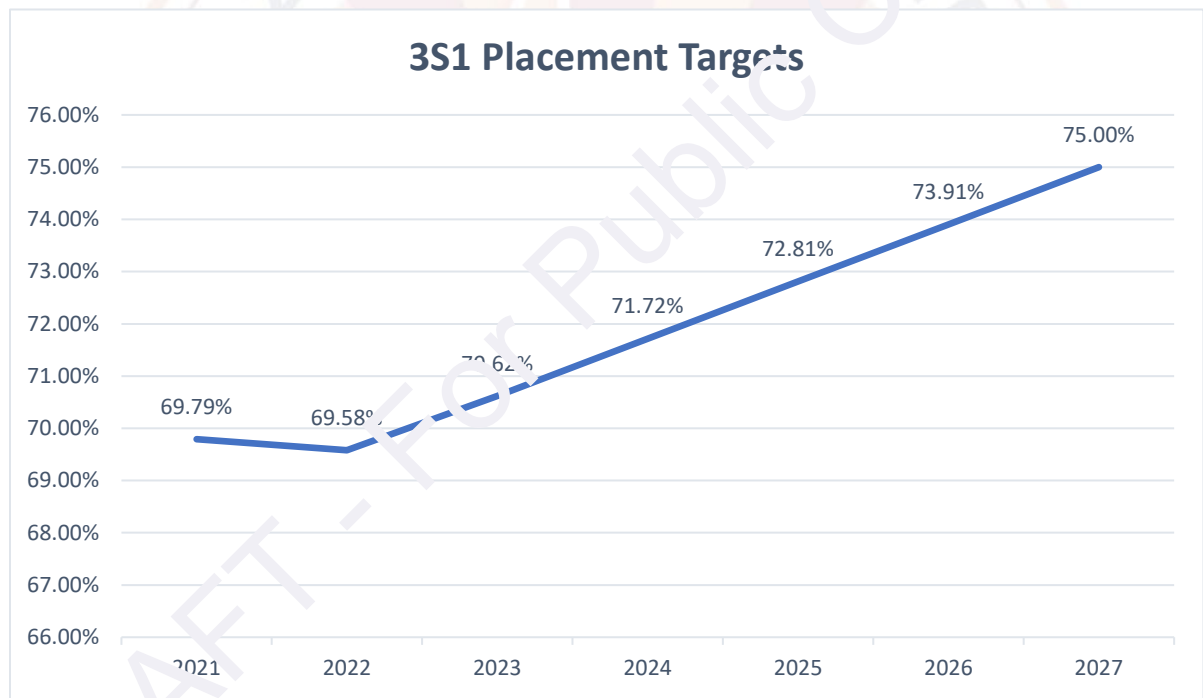


2S2 Science Proficiency	State Determined Levels of Performance (SDLP)			
	2024	2025	2026	2027
<p>Numerator: Number of CTE concentrators who met or exceeded the science standards measured on a state science assessment and left secondary education in the reporting year.</p> <p>Denominator: Number of CTE concentrators who took a state science assessment and left secondary education in the reporting year.</p>	22.83%	23.56%	24.23%	25.00%



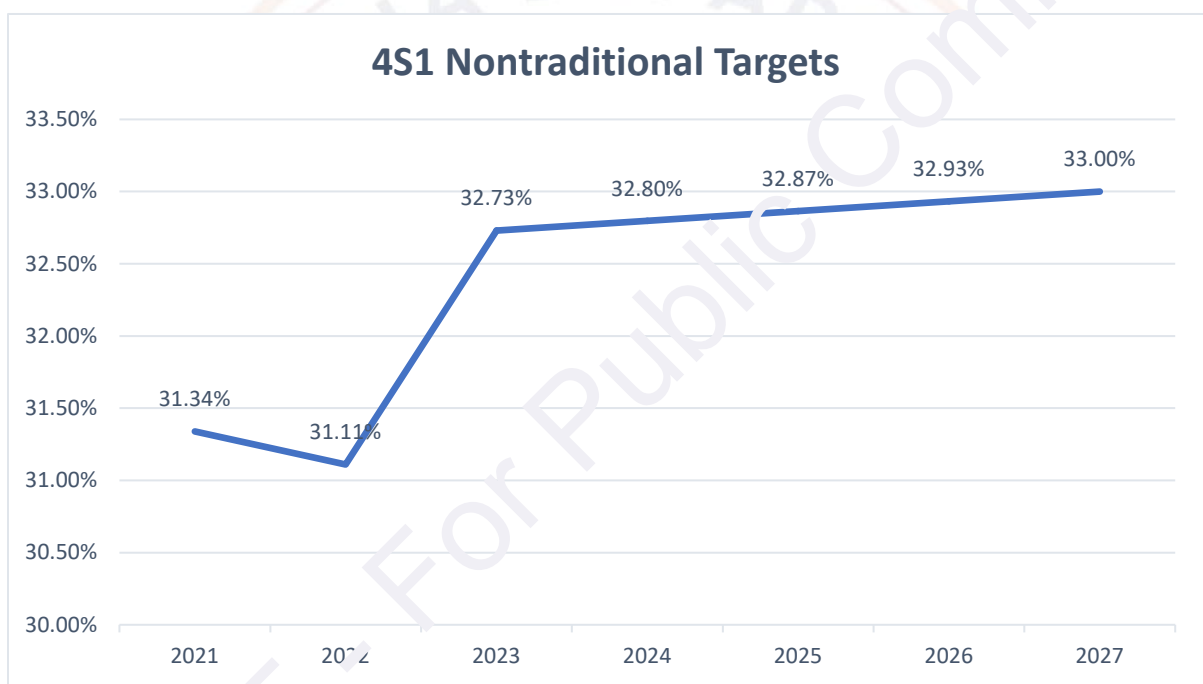


3S1 Placement	State Determined Levels of Performance (SDLP)			
	2024	2025	2026	2027
<p>Numerator: Number of CTE concentrators who, in the second quarter after exiting from secondary education, were placed in postsecondary education or advanced training, in military service, in a service program that receives assistance through the National & Community Service Act of 1990, in the Peace Corps, or employed.</p> <p>Denominator: Number of CTE concentrators who left secondary education in the reporting year.</p>	71.72%	72.81%	73.91%	75.00%



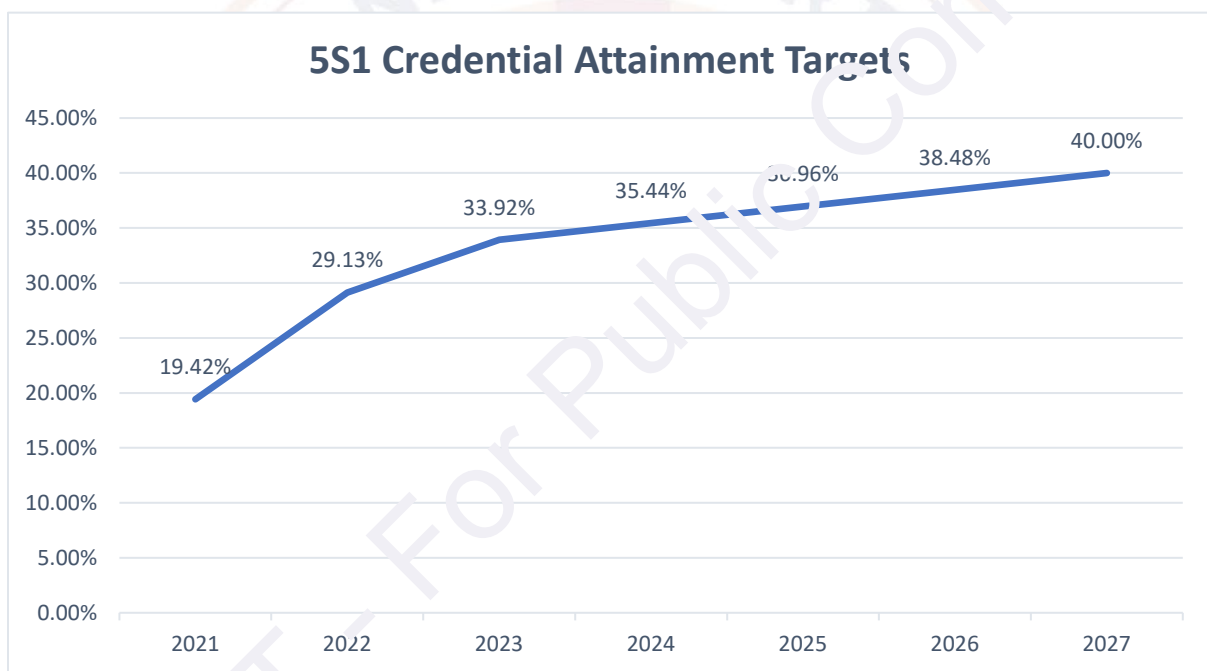


4S1 Nontraditional	State Determined Levels of Performance (SDLP)			
	2024	2025	2026	2027
<p>Numerator: Number of nontraditional CTE concentrators in a nontraditional program in the reporting year.</p> <p>Denominator: Number of CTE concentrators in a nontraditional program in the reporting year.</p>	32.80%	32.87%	32.93%	33.00%





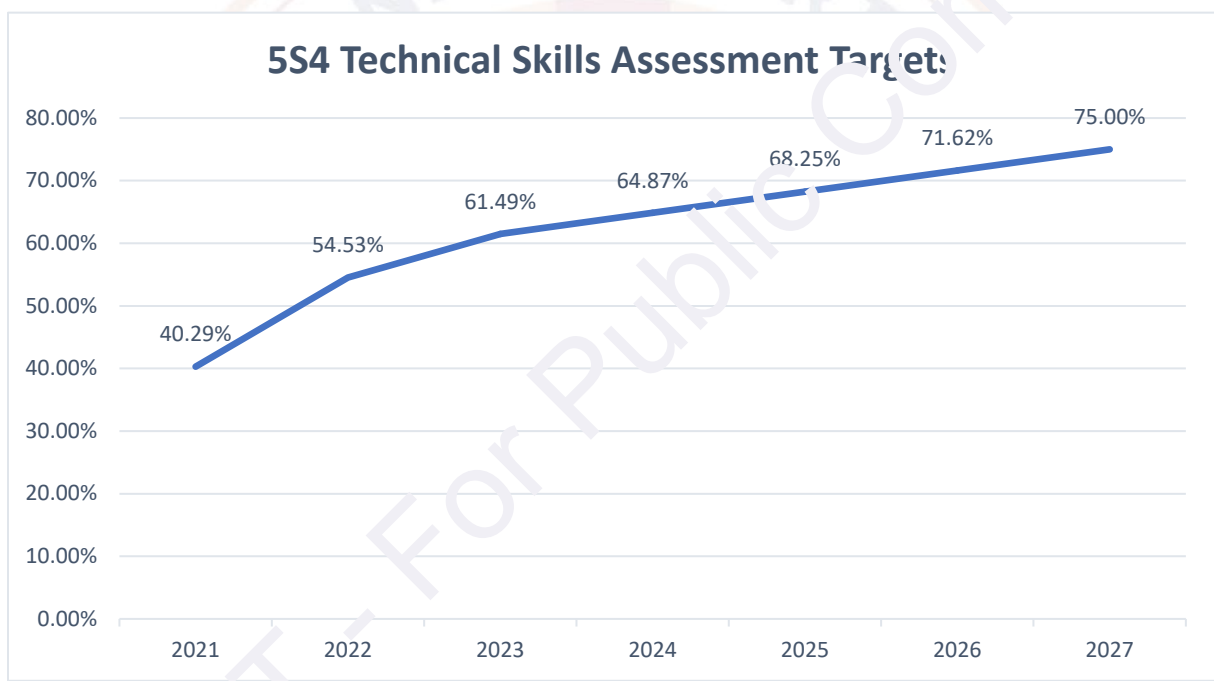
5S1 Industry Recognized Credentials	State Determined Levels of Performance (SDLP)			
	2024	2025	2026	2027
<p>Numerator: Number of CTE concentrators that graduated from high school during the reporting year having earned an industry recognized credential for their program.</p> <p>Denominator: Number of CTE concentrators that graduated from high school during the reporting year.</p>	35.44%	36.96%	38.48%	40.00%



Note: Historical (2021 – 2023) credential data is based on updated measurement criteria and does not reflect Arizona’s 5S1 performance for those years.



5S4 Technical Skills Assessment	State Determined Levels of Performance (SDLP)			
	2024	2025	2026	2027
<p>Numerator: Number of CTE concentrators that graduated from high school during the reporting year having passed the technical skills assessment for their program.</p> <p>Denominator: Number of CTE concentrators that graduated from high school during the reporting year.</p>	64.87%	68.25%	71.62%	75.00%

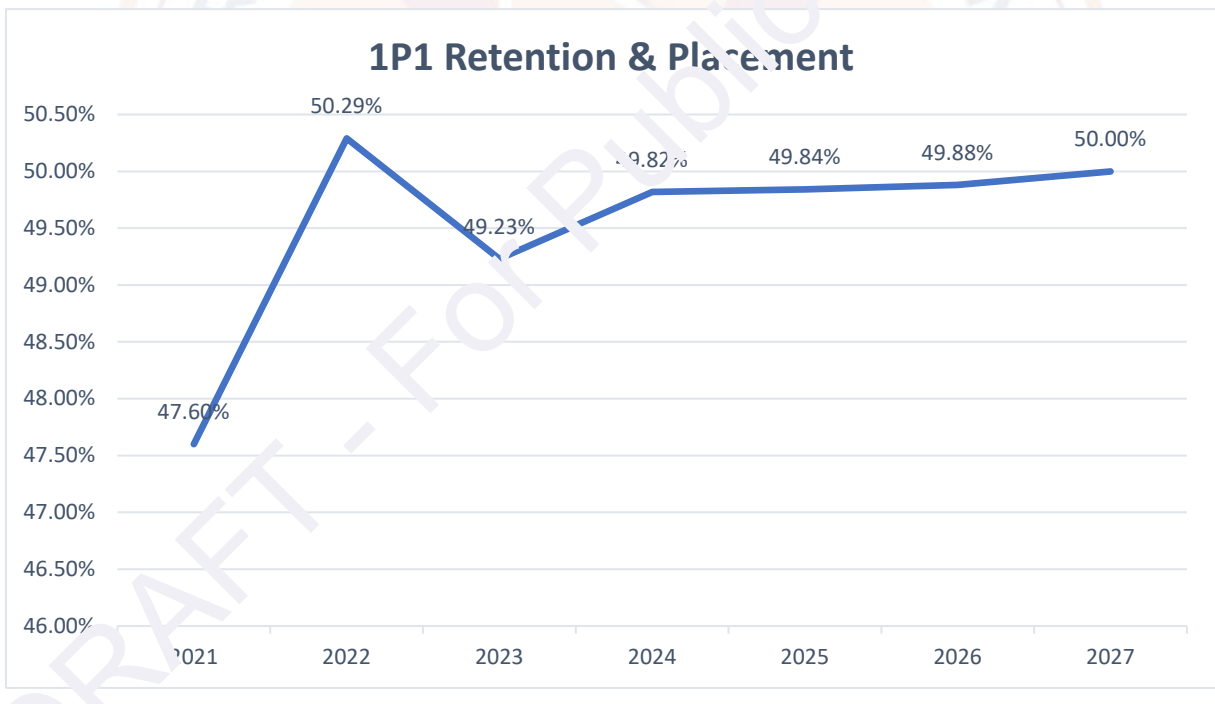


Note: Historical (2021 – 2023) technical skills assessment data is based on updated measurement criteria and does not reflect Arizona’s 5S4 performance for those years.



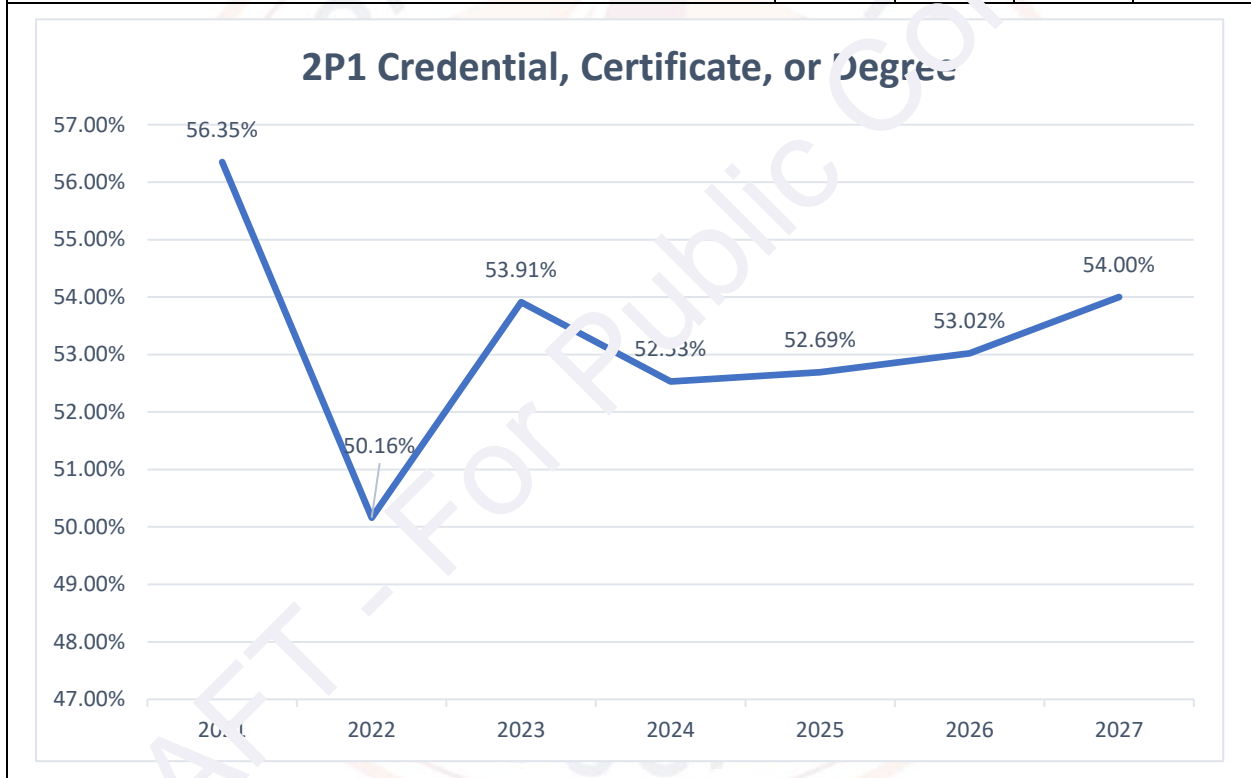
POSTSECONDARY PERFORMANCE MEASURES

1P1 Retention & Placement	State Determined Levels of Performance (SDLP)			
	2024	2025	2026	2027
<p>Numerator: Number of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education or in advanced training, enter military service, a service program that receives assistance through the National and Community Service Act of 1990, the Peace Corps, or was employed.</p> <p>Denominator: Number of CTE concentrators who completed their CTE program in the reporting year.</p>	49.82%	49.84%	49.88%	50.00%



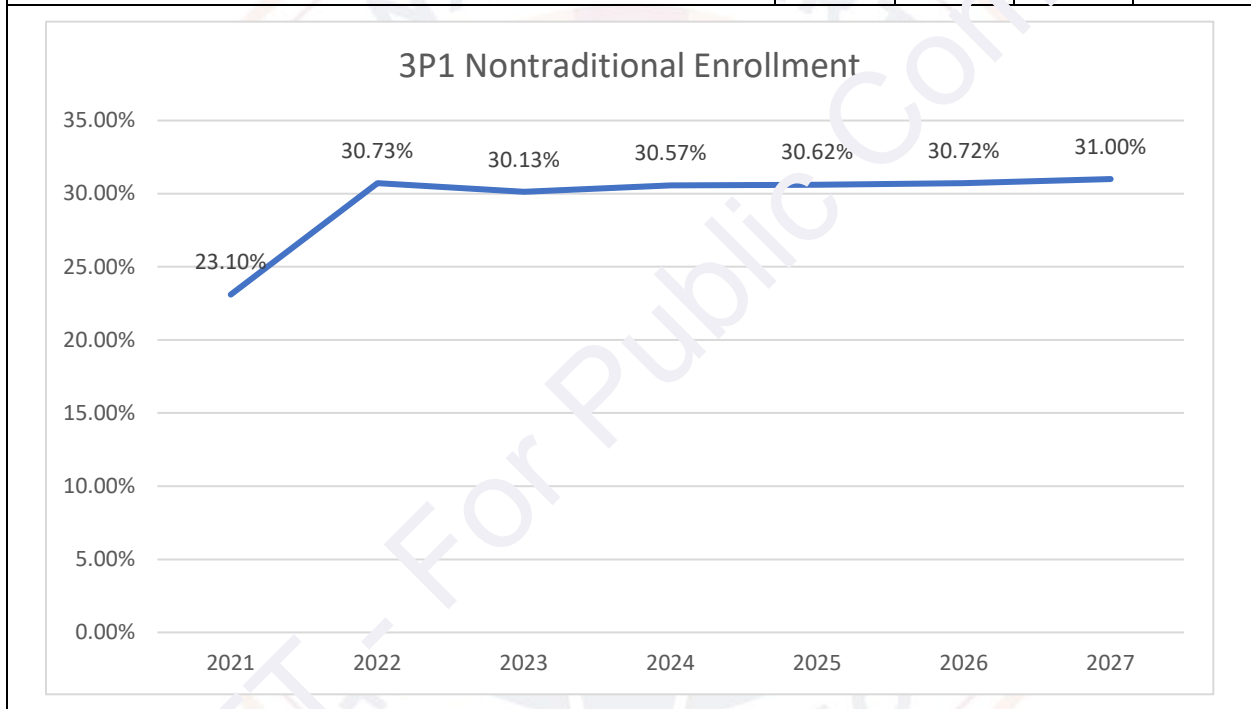


2P1 Credential, Certificate, or Degree	State Determined Levels of Performance (SDLP)			
	2024	2025	2026	2027
<p>Numerator: Number of CTE concentrators who attained a recognized postsecondary certificate, degree, or credential during participation in a CTE program or within one year of program completion.</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p>	52.53%	52.69%	53.02%	54.00%





3P1 Nontraditional Enrollment	State Determined Levels of Performance (SDLP)			
	2024	2025	2026	2027
<p>Numerator: Number of nontraditional students who concentrated in a nontraditional CTE program in the reporting year.</p> <p>Denominator: Number of students who concentrated in a nontraditional CTE program in the reporting year.</p>	30.57%	30.62%	30.72%	31.00%



CTE Performance Measures (Secondary)	SY2023-2024		SY2024-2025		SY2025-2026		SY2026-2027	
	SDLP	90% SDLP	SDLP	90% SDLP	SDLP	90% SDLP	SDLP	90% SDLP
1S1 Graduation Rate (Four-Year Adjusted Cohort Graduation Rate) Numerator: Number of CTE concentrators who graduate with their cohort in the reporting year. Denominator: Number of CTE concentrators in the cohort in the reporting year.	96.06%	86.45%	96.09%	86.48%	96.11%	86.50%	96.14%	86.53%
2S1 Reading/Language Proficiency Numerator: Number of CTE concentrators who met or exceeded all the reading standards measured on a state reading assessment and left secondary education in the reporting year. Denominator: Number of CTE concentrators who took a state reading assessment and left secondary education in the reporting year.	46.38%	41.74%	48.59%	43.70%	50.79%	45.71%	53.00%	47.70%
2S2 Mathematics Proficiency Numerator: Number of CTE concentrators who met or exceeded all the mathematics standards measured on a state mathematics assessment and left secondary education in the reporting year. Denominator: Number of CTE concentrators who took a state mathematics assessment and left secondary education in the reporting year.	42.83%	35.54%	47.22%	41.60%	49.61%	44.65%	53.00%	47.70%
2S3 Science Proficiency Numerator: Number of CTE concentrators who met or exceeded all the science standards measured on a state science assessment test and left secondary education in the reporting year. Denominator: Number of CTE concentrators who took a state science assessment test and left secondary education in the reporting year.	22.23%	20.55%	23.56%	21.20%	24.28%	21.85%	25.00%	22.50%
3S1 Placement 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.	71.72%	64.54%	72.81%	65.53%	73.91%	66.51%	75.00%	67.50%
4S1 Nontraditional Numerator: Number of nontraditional CTE concentrators in a nontraditional program in the reporting year. Denominator: Number of CTE concentrators in a nontraditional program in the reporting year.	32.80%	29.52%	32.87%	29.58%	32.93%	29.64%	33.00%	29.70%
5S1 Industry Recognized Credential Numerator: Number of CTE concentrators that graduated from high school during the reporting year having earned a recognized industry credential for their program. Denominator: Number of CTE concentrators that graduated from high school during the reporting year.	35.44%	31.90%	36.96%	33.26%	38.48%	34.63%	40.00%	36.00%
5S4 Technical Skill Assessment Numerator: Number of CTE concentrators that graduated from high school during the reporting year having passed the technical skills assessment for their program. Denominator: Number of CTE concentrators that graduated from high school during the reporting year.	64.87%	58.38%	68.25%	61.42%	71.62%	64.46%	75.00%	67.50%

CTE Performance Measures (Postsecondary)	SY2023-2024		SY2024-2025		SY2025-2026		SY2026-2027	
	SDLP	90% SDLP	SDLP	90% SDLP	SDLP	90% SDLP	SDLP	90% SDLP
1P1 Retention and Placement Numerator: Number of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education or in advanced training, enter military service, a service program that receives assistance through the National and Community Service Act of 1990, the Peace Corps, or was employed. Denominator: Number of CTE concentrators who completed their CTE program in the reporting year.	49.82%	44.84%	49.84%	44.86%	45.88%	44.89%	50.00%	45.00%
2P1 Credential, Certificate, or Degree Numerator: 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 postsecondary education during the reporting year.	52.53%	47.27%	51.69%	47.42%	53.02%	47.72%	54.00%	48.60%
3P1 Nontraditional Enrollment Numerator: Number of nontraditional students who concentrated in a nontraditional CTE program in the reporting year. Denominator: Number of students who concentrated in a nontraditional CTE program in the reporting year.	31.51%	27.52%	30.62%	27.56%	30.72%	27.64%	31.00%	27.90%

DRAFT - For Review



COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Career and Technical Educational Programs
Carl D. Perkins V





ARIZONA DEPARTMENT OF EDUCATION

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Career and Technical Education (CTE) Program of Study Comprehensive Local Needs Assessment Tool

Use of Perkins V funding is based on the results of the local needs assessment. Activities and expenditures should not be included in a grant application if the district cannot demonstrate a need based on the Comprehensive Needs Assessment.

The Local Needs Assessment must be completed on a biennial basis with a review of progress during the odd year. The assessment (or review) must be completed prior to completion of the grant application. The most recent Local Needs Assessment must be dated and uploaded into the Related Documents section of the grant application before grant approval will be given.

LEA Name:	
Date (Year 1):	
Needs Assessment Lead Coordinator:	
Date (Year 2):	
Needs Assessment Lead Coordinator:	

**The assessment (or review) must be completed prior to grant application approval*

Comprehensive Needs Assessment Leadership Team **(Biennial Year 1)**

(For a list of who should participate in the CLNA Leadership Team, see page 13)

(Please complete each section on this page)

Representative	Name	Business / Position	Signature (Or indicate if met virtually)	Date
Administration				
District Office Representative				
CTE Director				
Secondary Teacher(s)				
Postsecondary Representative				
Community / Business / Workforce Development				
Counselor(s)				
Parent(s)				
Student(s)				
Special Populations				
Other:				

Comprehensive Needs Assessment Leadership Team **(Biennial Year 2)**

(For a list of who should participate in the CLNA Leadership Team, see page 14)

(Please complete each section on this page)

Representative	Name	Business / Position	Signature (Or indicate if met virtually)	Date
Administration				
District Office Representative				
CTE Director				
Secondary Teacher(s)				
Postsecondary Representative				
Community / Business / Workforce Development				
Counselor(s)				
Parent(s)				
Student(s)				
Special Populations				
Other:				

Rating: Choose the statement which best matches your district (for each row)

1 = This is a strength

3 = This is an area we need to improve

2 = This is satisfactory

4 = This area needs major improvement

List all CTE programs:

*Indicates the Opportunity Gap Analysis data may be relevant to these criteria.

Evaluation & Accountability (Examples of evidence can include: TSA and Certification reports, DLP, Performance Measure Improvement Plans, Program evaluations, Monitoring reports, Enrollment data...)

Criteria	Rating	Year 1: List strengths/areas of focus for improvement	Indicate evidence reviewed (applies to both years).	Year 2: Explain updates or progress from Year 1.
Offers programs/programs of study which are directly related to the preparation of individual employment in current or emerging occupations requiring an industry-recognized credential, certificate, or degree.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
* Develops and implements a system of evaluations of the CTE programs carried out with funds under Perkins V (including an assessment of how the needs of special populations are being met) and adjusts as needed.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Monitors CTE programs/programs of study for effectiveness and compliance, collects student data and evaluations, and submits required Perkins V reports in a timely manner.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			

Measurable Objective(s) for Evaluation & Accountability-minimum of one required for grant:

Career Exploration/Career Development (Examples of evidence can include: ECAP data, Internship and Dual Credit data, Placement data, MyFutureAz/Xello/Naviance etc. reports...)

Criteria	Rating	Year 1: List strengths/areas of focus for improvement.	Indicate evidence reviewed (applies to both years).	Year 2: Explain updates or progress from Year 1.
Provides career exploration/development activities through an organized, systematic framework designed to aid students (including special pops/non-traditional and middle grades) in making informed decisions about future education, career opportunities, and programs of study.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Have readily available career and labor market information, including on occupational supply and demand, educational requirements, information on careers aligned with economic priorities and employment sectors.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Offers programs and activities related to the development of student graduation and career plans (ECAPs), career guidance, and academic counselors that provide information on postsecondary education and career options.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			

Measurable Objective(s) for Career Exploration/Career Development-minimum of one required for grant:

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Professional Development (Examples of evidence can include: PD sign-in sheets, conference registrations, training and workshop attendance, teacher earned industry certifications, PLC records...)

Criteria	Rating	Year 1: List strengths/areas of focus for improvement.	Indicate evidence reviewed (applies to both years).	Year 2: Explain updates or progress from Year 1.
Provides professional development for CTE teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Offers professional development supporting instructional approaches, including teaching the integration of embedded academic content, professional skills, and teaching CTE standards and curricula.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Provides all CTE staff with opportunities to advance knowledge, skills, and understanding of all aspects of an industry (including the latest workplace equipment, technologies, standards, and credentials).	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Provides professional development which supports the coordination with ADE/institutions of higher education on recruitment, preparation, and retention of career and technical educational faculty.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			

Measurable Objective(s) for Professional Development-minimum of one required for grant:

Skill Development (Examples of evidence can include: work based learning data, recruitment data, CTSO records, data on industry certifications and dual enrollment...)

Criteria	Rating	Year 1: List strengths/areas of focus for improvement.	Indicate evidence reviewed (applies to both years).	Year 2: Explain updates or progress from Year 1.
Offers programs/programs of study with non-duplicative sequence of courses meeting the Arizona Perkins V State Plan definition for "size, scope, and quality" to meet the needs of all students. (For definition of "size, scope, and quality" for secondary and postsecondary recipients, please see page 13 of this document)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
*Provides the opportunity for all students, including members of special populations, to become informed and recruited to CTE programs/programs of study.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Provides opportunities for students to participate in real-life work experience through CTE Work-Based Learning (WBL) programs, which may include convening meetings with employer associations and labor representatives to achieve buy-in.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Collaborates with community representatives and local workforce development to explore and develop initiatives to improve access to workforce training, and to ensure quality experiences for students and employers. (Postsecondary only)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			

Measurable Objective(s) for Skill Development-minimum of one required for grant:

Academic Integration (Examples of evidence can include: lesson plans, professional learning community agendas/minutes, standards, performance data such as standardized test results...)

Criteria	Rating	Year 1: List strengths/areas of focus for improvement.	Indicate evidence reviewed (applies to both years).	Year 2: Explain updates or progress from Year 1.
Provides programs that integrate coherent and rigorous content aligned with State academic standards (i.e. math, science, and literacy) that will improve student’s academic and technical skills.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
All students within each program achieve performance targets established for Perkins V performance indicators (See Performance Measures/LEA SDLP documentation).	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Provides opportunities for CTE students to participate in accelerated learning programs and gain postsecondary credit (such as dual or concurrent enrollment programs or early college high schools) as part of their CTE program of study.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			

Measurable Objective(s) for Academic Integration-maximum of one required for grant:

Increase Student Achievement (Examples of evidence can include: industry credential completion data, SPED and IEP data, TSA data, enrollment data, department meeting minutes...)

Criteria	Rating	Year 1: List strengths/areas of focus for improvement.	Indicate evidence reviewed (applies to both years).	Year 2: Explain updates or progress from Year 1.
*Ensures equal access for all special population students to CTE courses/program(s) of study, in a non-discriminatory manner.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Provides CTE programs/programs of study that ensure students (including special populations) will have the skills necessary to pursue careers in high skill, high-wage or in-demand industry sectors or occupations.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Provides participants with access to industry-recognized certification examinations or other assessments leading toward a recognized post-secondary credential.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Academic and CTE teachers utilize student data to identify gaps in performance established by Perkins V performance indicators.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			

Measurable Objective(s) for Increase Student Achievement-minimum of one required for grant:

Purpose of Document

The purpose of this document is to assist in preparing the content of a Comprehensive Needs Assessment.

The following pages contain information that will help LEAs understand and develop a needs assessment. By the time you have read this document, you should understand the following:

- The purpose of a Comprehensive Needs Assessment
- The required components of a Comprehensive Needs Assessment
- How to write a SMART goal, strategies, and action steps

Common Q&A

Why must I do a Needs Assessment?

The reauthorization of Perkins V contains a new requirement. Local recipients of Perkins funding must now complete a Local Needs Assessment which must be included in each local application. There are five requirements for the Local Comprehensive Needs Assessment:

- Evaluation of student performance by subgroup on Perkins core indicators
- Description of the CTE programs offered (size, scope, quality and alignment)
- Evaluation of the progress toward implementing CTE programs and programs of study
- Description of recruitment, retention, and training for CTE educators and support professionals
- Description of progress toward implementing equal access to CTE for all students

How often?

The Local Needs Assessment should be part of an ongoing performance management cycle that includes both longer range performance goals and shorter-cycle implementation targets.

The Local Needs Assessment must be completed on a biennial basis with a review of progress during the odd year. The assessment (or review) must be completed prior to the completion of the grant application and **must be updated each year in the Related Documents section of the grant application** before the grant can be approved.

What is a Comprehensive Needs Assessment and why is it so important?

A “**need**” is a discrepancy or gap between “what is” and “what should be.”

A **Needs Assessment** is a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action. They are conducted to determine the needs of people – i.e., receivers of the services provided by an organization. In education, the receivers of the services are students and their parents.

A **Comprehensive Needs Assessment** takes into account needs identified in other parts of a system. In education, the Comprehensive Needs Assessment determines the needs of those who receive the academic service (students), the providers of the academic services (school staff), and the structure and system of the organization (academic programs, assessment and evaluation, resources).

A Comprehensive Needs Assessment consists of the following steps:

1. Identify Planning Team (stakeholders)
2. Identify data sources (stakeholders engage in a review of focused data)
3. Analyze the data
4. Identify areas of growth and strength (what is working)
5. Identify areas of need (what is not working)
6. Prioritize needs

What are the Benefits?

Strengths and weaknesses of a school and/or LEA can be determined. Understanding the context and constraints of the school and/or LEA can be evaluated. Perform a root-cause analysis and develop an improvement plan. Overall, the process of completing a local needs assessment is about helping you make more formal decisions about your programs, using data to ensure your local CTE programs help create success for students and employers.

Who should participate in the Needs Assessment Process?

Local recipients are required to engage a diverse body of **lead team participants** who will lead in the planning and implementation of the needs assessment. They will also assist in reviewing and analyzing the data results to support cross-sector coordination. Perkins V names, at a minimum, the following participants who should engage in the initial needs assessment, local application development and ongoing consultation:

- CTE program representatives at the secondary and postsecondary levels
- Teachers,
- Faculty,
- Administrators,
- Career guidance
- Advisement professionals
- State or local workforce development board representatives
- Representatives from a range of local businesses and industries
- Parents and students
- Representatives of special populations
- Representatives from agencies serving at-risk, homeless, and out-of-school youth.

“Size, Scope, and Quality” as Defined in the Approved Arizona Perkins V State Plan

Secondary Recipients:

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.

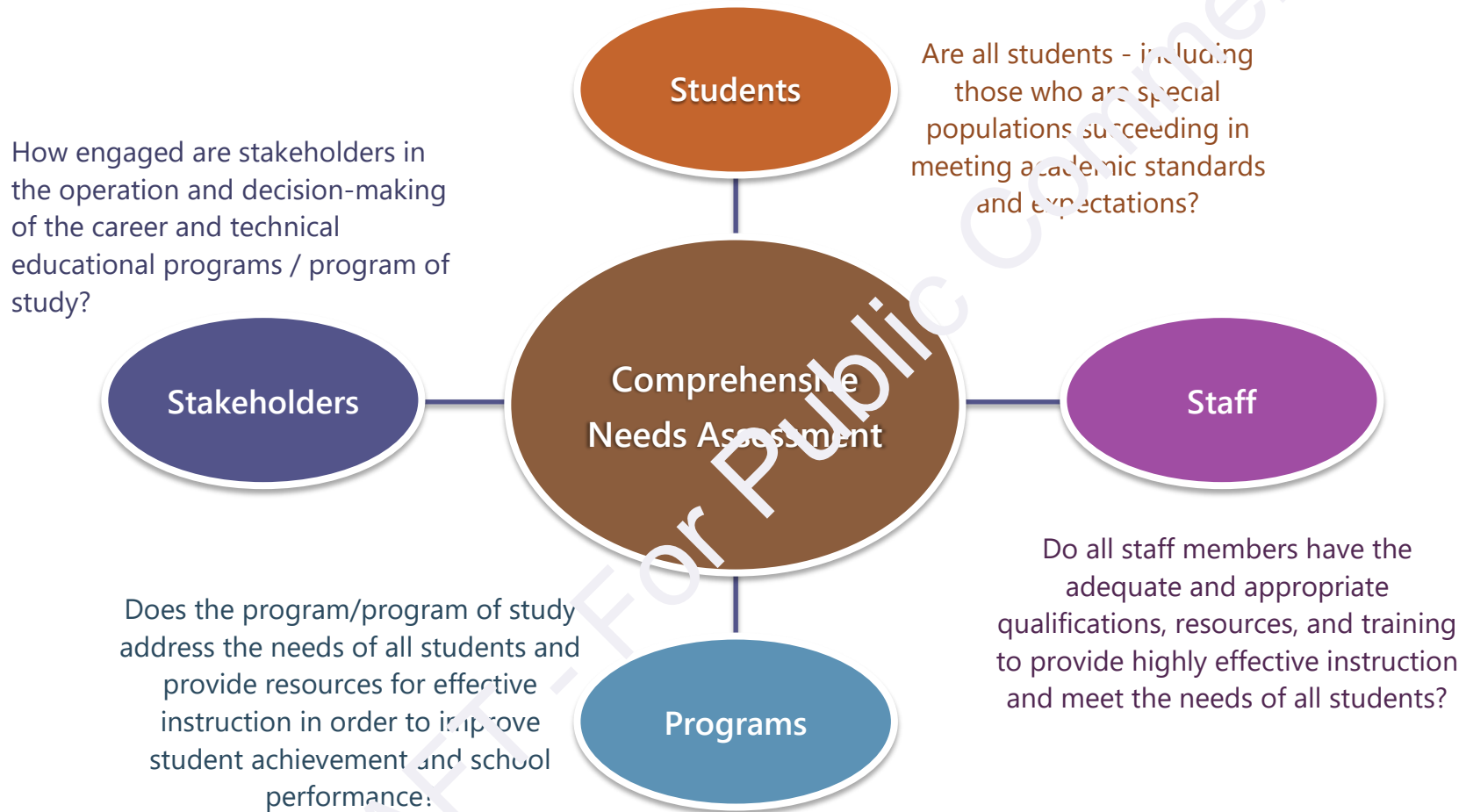
Postsecondary Recipients:

Size: Enrollment supports a program of study whose concentrators have earned at least 12 credits within a career and technical education program or completes a program which encompasses fewer than 12 credits (or the equivalent in total) to fulfill the State's need in a high skill, high wage or in-demand occupation as determined by either state or regional labor market data. Three credits may be from academic courses.

Scope: Offers career advisement, appropriately certified instructor, work based learning and professional skills are embedded into the curriculum and the program is inclusive of all special populations. Demonstrates connection to labor market to fulfill needs in high skill, high wage, or in demand industries.

Quality: Programs/programs of study are coordinated rigorous non-duplicative sequence of academic and technical content, sufficient course sections that lead to industry recognized credential, certificates and degrees content aligned with challenging academic standards. Provide students opportunities to earn industry recognized credentials, certificates, or degrees. Maintain accreditation. Postsecondary recipients must meet State Determined Levels of Performance (retention and placement, credential, certificate or degree, and nontraditional enrollment).

Comprehensive Local Needs Assessment Chart



SMART Goals

What are SMART Goals?

S*trategic & Specific* – Based on an analysis of data and deemed a priority by the LEA and indicates specific groups of students, content areas, and behaviors.

M*easurable* – Uses specific instruments or tools to measure impact, progress, and success.

A*ttainable* – Targeted objectives are doable and realistic without being uninspiring.

R*esults Based* – Describes a specific outcome in terms of student learning/achievement results.

T*ime Bound* – Specifies when the goal will be accomplished or measured to determine impact.

SMART Goal Measurement Statement

[**What**] for [**who**] will [**measurement**] based upon [**evidence/tool**] during the [**timeframe**]

WHO	The target population or subgroup
WHAT	The focus of the goal
MEASUREMENT	The target assessment objective written as a quantifiable action (e.g. increase, improve, maintain, decrease) that includes the results (written as a percentage) from the previous year
EVIDENCE TOOL	The measurement tool or evidence used to gauge success
TIMEFRAME	The current academic year

Examples

Reading proficiency for **students in grades 3-8** will **increase from 57% to 79% or more** based upon **performance on the AIMS Reading exam** during the **2011-2012 academic year**.

Graduation rate for the **Class of 2012** will **increase from 90% to 95% or more** based upon **successful completion of LEA graduation requirements** during the **2011-2012 academic year**.

How to Write SMART Goals

SMART Goals in education, are used to help educators develop clear plans. SMART goals follow the acronym: specific, measurable, achievable, relevant, and time-bound.

Specific - S

When setting a goal, be specific about what you want to accomplish. Think about this as the mission statement for your goal. This isn't a detailed list of how you're going to meet a goal, but it should include an answer to the popular 'w' questions:

- Who – Consider who needs to be involved to achieve the goal (this is especially important when you're working on a group project)
- What – Think about exactly what you are trying to accomplish and don't be afraid to get very detailed
- When – You'll get more specific about this question under the "time-bound" section of defining S.M.A.R.T. goals, but you should at least set a time frame
- Where – This question may not always apply, especially if you're setting personal goals, but if there's a location or relevant event, identify it here
- Which – Determine any related obstacles or requirements. This question can be beneficial in deciding if your goal is realistic. For example, if the goal is to open a baking business, but you've never baked anything before, that might be an issue. As a result, you may refine the specifics of the goal to be "Learn how to bake in order to open a baking business"
- Why – What is the reason for the goal? When it comes to using this method for employees, the answer will likely be along the lines of company advancement or career development

Measurable - M

What metrics are you going to use to determine if you meet the goal? This makes a goal more tangible because it provides a way to measure progress. If it's a project that's going to take a few months to complete, then set some milestones by considering specific tasks to accomplish. Milestones are a series of steps along the way that when added up will result in the completion of your main goal.

- As the "M" in SMART states, there should be a source of information to measure or determine whether a goal has been achieved
- The M is a direct (or possibly indirect) indicator of what success for a particular goal will look like
- Sometimes measurement is difficult and managers and employees will need to work together to identify the most relevant and feasible data sources and collection methods
- Data collection efforts needed to measure a goal can be included in that goal's action plan
- Even if a perfect, direct measurement source is not immediately feasible for a given goal, the discussion about the desired end result (why this goal is important) and what the measurement options are (what success might look like) is an important and valuable part of performance planning
- Measurement methods can be both quantitative (productivity results, money saved or earned, etc.) and qualitative (client testimonials, surveys, etc.)

Achievable - A

This focuses on how important a goal is to you and what you can do to make it attainable and may require developing new skills and changing attitudes. The goal is meant to inspire motivation, not discouragement. Think about:

- how to accomplish the goal,
- if you have the tools/skills needed,
- if not, consider what it would take to attain them

Relevant - R

Relevance refers focusing on something that makes sense with the broader business goals. For example, if the goal is to launch a new program or service, it should be something that's in alignment with the overall business/department objectives. Your team may be able to launch a new program, but if your division is not prioritizing launching that type of new programs, then the goal wouldn't be relevant.

Time-Bound - T

Anyone can set goals, but if it lacks realistic timing, chances are you're not going to succeed. Providing a target date for deliverables is imperative. Ask specific questions about the goal deadline and what can be accomplished within that time period. If the goal will take three months to complete, it's useful to define what should be achieved half-way through the process. Providing time constraints also creates a sense of urgency.

S.M.A.R.T. Goals (practice sheet)

Creating S.M.A.R.T. Goals help you identify if what you want to achieve is realistic and determine a deadline. When writing S.M.A.R.T. Goals use concise language but include relevant information. These are designed to help you succeed, so be positive when answering the questions.

Initial Goal (*Write the goal you have in mind*):

1. Specific (*What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?*):

2. Measurable (*How can you measure progress and know if you've successfully met your goal? What data will be used to measure the goal?*):

3. Achievable (*Do you have the skills required to achieve the goal? Is it doable?*):

4. Relevant/Realistic (*Why am I setting this goal now? Is it aligned with overall objectives?*):

5. Time-bound (*What's the deadline and is it realistic?*):

2022 In-Demand Educational Programs with Associated In-Demand Occupations

Occupation Rating	Cip Code ¹	Classification of Instructional Program (CIP) Title	Occupation Indicators					
			Minimum Education Requirement (EQV = Equivalent)	Projected Percent Growth (2020-2030) ²	Projected Numeric Change (2020-2030) ³	Projected Annual Job Openings (2020-2022) ⁴	Average Hourly Wage (2021) ⁵	ONET Score ⁶
5	1.01	Agricultural Business and Management.	Some college, no degree	23.4%	4552	2013	\$26.54	547
5	11.1	Computer/Information Technology Administration and Management.	Some college, no degree	23.4%	4552	2013	\$26.54	547
5	46	Construction Trades, General.	High school diploma or eqv.	29.6%	5236	2412	\$34.21	647
5	46.01	Mason/Masonry.	High school diploma or eqv.	29.6%	5236	2412	\$34.21	647
5	46.02	Carpenters.	High school diploma or eqv.	29.6%	5236	2412	\$34.21	647
5	46.02	Carpenters.	High school diploma or eqv.	25.8%	5229	2619	\$23.04	608
5	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	29.6%	5236	2412	\$34.21	647
5	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	35.3%	5138	2269	\$24.66	657
5	46.04	Building/Construction Finishing, Management, and Inspection.	High school diploma or eqv.	29.6%	5236	2412	\$34.21	647
5	46.05	Plumbing and Related Water Supply Services.	High school diploma or eqv.	29.6%	5236	2412	\$34.21	647
5	46.05	Plumbing and Related Water Supply Services.	High school diploma or eqv.	30.1%	3133	1523	\$26.67	636
5	47.03	Heavy/Industrial Equipment Maintenance Technologies/Technicians.	High school diploma or eqv.	36.7%	1535	573	\$27.08	623
5	47.07	Energy Systems Maintenance and Repair Technologies/Technicians.	High school diploma or eqv.	36.7%	1535	573	\$27.08	623
5	51.07	Health and Medical Administrative Services.	Some college, no degree	23.4%	4552	2013	\$26.54	547
5	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate degree	59.6%	2166	437	\$30.98	631
5	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate degree	53.4%	963	256	\$41.49	606
5	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate degree	39.9%	2059	641	\$32.02	588
5	52.02	Business Administration, Management and Operations.	High school diploma or eqv.	23.3%	1771	1005	\$32.11	630
5	1.01	Agricultural Business and Management.	High school diploma or eqv.	16.8%	26	19	\$32.79	498
5	15.03	Electrical/Electronic Engineering Technologies/Technicians.	Postsecondary non-degree award	13.4%	17	13	\$44.70	628
5	15.17	Energy Systems Technologies/Technicians.	Postsecondary non-degree award	13.4%	17	13	\$44.70	628

5	46.03	Electrical and Power Transmission Installers.	Postsecondary non-degree award	13.4%	17	13	\$44.70	628
5	47.01	Electrical/Electronics Maintenance and Repair Technologies/Technicians.	Postsecondary non-degree award	13.4%	17	13	\$44.70	628
5	47.03	Heavy/Industrial Equipment Maintenance Technologies/Technicians.	High school diploma or eqv.	14.7%	38	27	\$31.97	623
5	47.07	Energy Systems Maintenance and Repair Technologies/Technicians.	High school diploma or eqv.	14.7%	38	27	\$31.97	623
5	51.08	Allied Health and Medical Assisting Services.	Postsecondary non-degree award	37.0%	34	11	\$23.61	591
5	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate degree	63.2%	48	9	\$31.28	631
5	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Postsecondary non-degree award	37.0%	34	11	\$23.61	591
5	51.1	Clinical/Medical Laboratory Science/Research and Allied Professions.	Postsecondary non-degree award	37.0%	34	11	\$23.61	591
5	52.02	Business Administration, Management and Operations.	High school diploma or eqv.	8.9%	20	25	\$38.35	630
5	52.18	General Sales, Merchandising and Related Marketing Operations.	High school diploma or eqv.	16.8%	26	19	\$32.79	498
5	52.19	Specialized Sales, Merchandising and Marketing Operations.	High school diploma or eqv.	16.8%	26	19	\$32.79	498
5	1.01	Agricultural Business and Management.	Some college, no degree	8.7%	22	21	\$24.82	547
5	1.02	Agricultural Mechanization.	High school diploma or eqv.	27.8%	138	69	\$29.23	637
5	11.1	Computer/Information Technology Administration and Management.	Some college, no degree	8.7%	22	21	\$24.82	547
5	46	Construction Trades, General.	High school diploma or eqv.	30.2%	147	67	\$35.21	647
5	46.01	Mason/Masonry.	High school diploma or eqv.	30.2%	147	67	\$35.21	647
5	46.02	Carpenters.	High school diploma or eqv.	30.2%	147	67	\$35.21	647
5	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	30.2%	147	67	\$35.21	647
5	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	22.4%	87	53	\$30.47	657
5	46.04	Building/Construction Finishing, Management, and Inspection.	High school diploma or eqv.	30.2%	147	67	\$35.21	647
5	46.05	Plumbing and Related Water Supply Services.	High school diploma or eqv.	30.2%	147	67	\$35.21	647
5	46.05	Plumbing and Related Water Supply Services.	High school diploma or eqv.	18.9%	35	25	\$24.00	636
5	47.03	Heavy/Industrial Equipment Maintenance Technologies/Technicians.	High school diploma or eqv.	27.8%	138	69	\$29.23	637
5	48.08	Boilermaking/Boilermakers.	High school diploma or eqv.	31.3%	25	11	\$31.04	611
5	49.02	Ground Transportation.	High school diploma or eqv.	25.7%	91	51	\$23.66	556
5	51.07	Health and Medical Administrative Services.	Some college, no degree	8.7%	22	21	\$24.82	547
5	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate degree	28.8%	23	6	\$27.57	631
5	1.01	Agricultural Business and Management.	Some college, no degree	18.5%	34	18	\$25.67	547
5	4.1	Real Estate Development.	High school diploma or eqv.	21.0%	30	17	\$36.29	578
5	11.1	Computer/Information Technology Administration and Management.	Some college, no degree	18.5%	34	18	\$25.67	547

5	46	Construction Trades, General.	High school diploma or eqv.	14.3%	69	56	\$32.30	647
5	46	Construction Trades, General.	High school diploma or eqv.	27.7%	54	25	\$33.44	647
5	46.01	Mason/Masonry.	High school diploma or eqv.	14.3%	69	56	\$32.30	647
5	46.01	Mason/Masonry.	High school diploma or eqv.	27.7%	54	25	\$33.44	647
5	46.02	Carpenters.	High school diploma or eqv.	14.3%	69	56	\$32.30	647
5	46.02	Carpenters.	High school diploma or eqv.	27.7%	54	25	\$33.44	647
5	46.02	Carpenters.	High school diploma or eqv.	30.8%	30	38	\$22.41	608
5	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	14.3%	69	56	\$32.30	647
5	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	29.6%	89	44	\$25.58	657
5	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	27.7%	54	25	\$33.44	647
5	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	33.0%	29	14	\$25.96	657
5	46.04	Building/Construction Finishing, Management, and Inspection.	High school diploma or eqv.	14.3%	69	56	\$32.30	647
5	46.04	Building/Construction Finishing, Management, and Inspection.	High school diploma or eqv.	27.7%	54	25	\$33.44	647
5	46.05	Plumbing and Related Water Supply Services.	High school diploma or eqv.	14.3%	69	56	\$32.30	647
5	46.05	Plumbing and Related Water Supply Services.	High school diploma or eqv.	31.1%	60	28	\$25.31	636
5	46.05	Plumbing and Related Water Supply Services.	High school diploma or eqv.	27.7%	54	25	\$33.44	647
5	46.05	Plumbing and Related Water Supply Services.	High school diploma or eqv.	37.6%	38	17	\$24.66	636
5	49.01	Air Transportation.	High school diploma or eqv.	24.8%	41	24		673
5	49.02	Ground Transportation.	High school diploma or eqv.	21.8%	31	19	\$22.92	556
5	51.07	Health and Medical Administrative Services.	Some college, no degree	18.5%	34	18	\$25.67	547
5	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate degree	48.3%	29	7	\$32.91	631
5	52.15	Real Estate.	High school diploma or eqv.	21.0%	30	17	\$36.29	578
5	1.01	Agricultural Business and Management.	Some college, no degree	28.3%	4259	1656	\$26.85	547
5	11.1	Computer/Information Technology Administration and Management.	Some college, no degree	28.3%	4259	1656	\$26.85	547
5	15.05	Environmental Control Technologies/Technicians.	Postsecondary non-degree award	33.1%	2554	1098	\$24.72	660
5	46	Construction Trades, General.	High school diploma or eqv.	33.0%	4370	1872	\$34.76	647
5	46.01	Mason/Masonry.	High school diploma or eqv.	33.0%	4370	1872	\$34.76	647
5	46.02	Carpenters.	High school diploma or eqv.	33.0%	4370	1872	\$34.76	647
5	46.02	Carpenters.	High school diploma or eqv.	27.6%	4105	1957	\$23.77	608
5	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	33.0%	4370	1872	\$34.76	647
5	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	39.3%	4368	1799	\$24.47	657
5	46.04	Building/Construction Finishing, Management, and Inspection.	High school diploma or eqv.	33.0%	4370	1872	\$34.76	647
5	46.05	Plumbing and Related Water Supply Services.	High school diploma or eqv.	33.0%	4370	1872	\$34.76	647

5	46.05	Plumbing and Related Water Supply Services.	High school diploma or eqv.	32.7%	2645	1215	\$27.28	636
5	47.02	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR).	Postsecondary non-degree award	33.1%	2554	1098	\$24.72	660
5	51.07	Health and Medical Administrative Services.	Some college, no degree	28.3%	4259	1656	\$26.85	547
5	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate degree	69.6%	1672	318	\$31.74	631
5	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate degree	59.9%	257	217	\$42.11	606
5	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate degree	46.0%	1728	498	\$32.16	588
5	1.01	Agricultural Business and Management.	High school diploma or eqv.	21.0%	117	44	\$30.34	498
5	46	Construction Trades, General.	High school diploma or eqv.	29.9%	94	42	\$30.53	647
5	46.01	Mason/Masonry.	High school diploma or eqv.	29.9%	94	42	\$30.53	647
5	46.02	Carpenters.	High school diploma or eqv.	29.9%	94	42	\$30.53	647
5	46.02	Carpenters.	High school diploma or eqv.	31.6%	150	65	\$19.84	608
5	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	29.9%	94	42	\$30.53	647
5	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	28.7%	52	26	\$23.61	657
5	46.04	Building/Construction Finishing, Management, and Inspection.	High school diploma or eqv.	29.9%	94	42	\$30.53	647
5	46.05	Plumbing and Related Water Supply Services.	High school diploma or eqv.	29.9%	94	42	\$30.53	647
5	46.05	Plumbing and Related Water Supply Services.	High school diploma or eqv.	26.9%	39	21	\$25.51	636
5	49.02	Ground Transportation.	High school diploma or eqv.	23.1%	69	42	\$21.66	556
5	49.02	Ground Transportation.	Postsecondary non-degree award	21.2%	218	145	\$21.34	592
5	51.08	Allied Health and Medical Assisting Services.	Associate degree	46.8%	44	18	\$28.29	583
5	52.18	General Sales, Merchandising and Related Marketing Operations.	High school diploma or eqv.	44.0%	117	44	\$30.34	498
5	52.19	Specialized Sales, Merchandising and Marketing Operations.	High school diploma or eqv.	44.0%	117	44	\$30.34	498
5	1.01	Agricultural Business and Management.	High school diploma or eqv.	17.6%	23	16	\$44.70	498
5	15.08	Mechanical Engineering Related Technologies/Technicians.	Associate degree	29.5%	83	38	\$31.47	640
5	15.11	Engineering-Related Technologies/Technicians.	Associate degree	29.5%	83	38	\$31.47	640
5	46	Construction Trades General.	High school diploma or eqv.	14.7%	319	249	\$31.94	647
5	46.01	Mason/Masonry.	High school diploma or eqv.	14.7%	319	249	\$31.94	647
5	46.02	Carpenters.	High school diploma or eqv.	14.7%	319	249	\$31.94	647
5	46.02	Carpenters.	High school diploma or eqv.	12.2%	338	304	\$21.27	608
5	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	14.7%	319	249	\$31.94	647
5	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	16.8%	273	208	\$23.78	657
5	46.04	Building/Construction Finishing, Management, and Inspection.	High school diploma or eqv.	14.7%	319	249	\$31.94	647

5	46.05	Plumbing and Related Water Supply Services.	High school diploma or eqv.	14.7%	319	249	\$31.94	647
5	46.05	Plumbing and Related Water Supply Services.	High school diploma or eqv.	12.3%	156	151	\$25.32	636
5	48.05	Precision Metal Working.	High school diploma or eqv.	28.5%	238	112	\$22.94	573
5	51.08	Allied Health and Medical Assisting Services.	Associate degree	34.6%	235	118	\$28.77	583
5	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate degree	26.6%	159	63	\$31.55	588
5	52.04	Business Operations Support and Assistant Services.	High school diploma or eqv.	26.6%	36	230	\$25.91	519
5	52.18	General Sales, Merchandising and Related Marketing Operations.	High school diploma or eqv.	17.6%	23	16	\$44.70	498
5	52.19	Specialized Sales, Merchandising and Marketing Operations.	High school diploma or eqv.	17.6%	23	16	\$44.70	498
5	15.07	Quality Control and Safety Technologies/Technicians.	High school diploma or eqv.	20.2%	66	22	\$23.65	539
5	46	Construction Trades, General.	High school diploma or eqv.	22.5%	36	21	\$34.84	647
5	46.01	Mason/Masonry.	High school diploma or eqv.	22.5%	36	21	\$34.84	647
5	46.02	Carpenters.	High school diploma or eqv.	22.5%	36	21	\$34.84	647
5	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	22.5%	36	21	\$34.84	647
5	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	44.2%	53	20	\$27.51	657
5	46.04	Building/Construction Finishing, Management, and Inspection.	High school diploma or eqv.	22.5%	36	21	\$34.84	647
5	46.05	Plumbing and Related Water Supply Services.	High school diploma or eqv.	22.5%	36	21	\$34.84	647
5	49.02	Ground Transportation.	Postsecondary non-degree award	43.1%	264	106	\$23.28	592
5	1.01	Agricultural Business and Management.	High school diploma or eqv.	30.2%	60	29	\$32.05	498
5	46	Construction Trades, General.	High school diploma or eqv.	14.9%	20	15	\$29.93	647
5	46.01	Mason/Masonry.	High school diploma or eqv.	14.9%	20	15	\$29.93	647
5	46.02	Carpenters.	High school diploma or eqv.	14.9%	20	15	\$29.93	647
5	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	14.9%	20	15	\$29.93	647
5	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	19.1%	29	20	\$21.98	657
5	46.04	Building/Construction Finishing, Management, and Inspection.	High school diploma or eqv.	14.9%	20	15	\$29.93	647
5	46.05	Plumbing and Related Water Supply Services.	High school diploma or eqv.	14.9%	20	15	\$29.93	647
5	47.01	Electrical/Electronics Maintenance and Repair Technologies/Technicians.	High school diploma or eqv.	35.8%	19	8	\$23.88	587
5	52.18	General Sales, Merchandising and Related Marketing Operations.	High school diploma or eqv.	30.2%	60	29	\$32.05	498
5	52.19	Specialized Sales, Merchandising and Marketing Operations.	High school diploma or eqv.	30.2%	60	29	\$32.05	498
4	1.06	Applied Horticulture and Horticultural Business Services.	High school diploma or eqv.	19.1%	869	598	\$22.97	653
4	9.04	Journalism.	High school diploma or eqv.	33.7%	683	281	\$21.20	597
4	15	Engineering Technologies/Technicians, General.	Associate degree	24.6%	349	181	\$32.78	600
4	15.05	Environmental Control Technologies/Technicians.	Postsecondary non-degree award	30.6%	3195	1451	\$24.24	660

4	15.06	Industrial Production Technologies/Technicians.	Associate degree	24.6%	349	181	\$32.78	600
4	15.07	Quality Control and Safety Technologies/Technicians.	Associate degree	24.6%	349	181	\$32.78	600
4	15.15	Engineering-Related Fields.	Associate degree	24.6%	349	181	\$32.78	600
4	31.03	Parks, Recreation, and Leisure Facilities Management.	High school diploma or eqv.	19.1%	869	598	\$22.97	653
4	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	31.6%	869	404	\$22.78	575
4	46.04	Building/Construction Finishing, Management, and Inspection.	High school diploma or eqv.	32.9%	869	278	\$24.67	608
4	47.01	Electrical/Electronics Maintenance and Repair Technologies/Technicians.	High school diploma or eqv.	31.6%	365	404	\$22.78	575
4	47.02	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR).	Postsecondary non-degree award	22.6%	3195	1451	\$24.24	660
4	47.03	Heavy/Industrial Equipment Maintenance Technologies/Technicians.	High school diploma or eqv.	34.3%	134	55	\$41.13	623
4	47.03	Heavy/Industrial Equipment Maintenance Technologies/Technicians.	High school diploma or eqv.	33.8%	376	152	\$27.11	582
4	48.05	Precision Metal Working.	High school diploma or eqv.	27.4%	803	387	\$23.62	573
4	48.05	Precision Metal Working.	High school diploma or eqv.	23.1%	1031	609	\$24.10	557
4	49.02	Ground Transportation.	High school diploma or eqv.	20.0%	1802	1215	\$24.73	556
4	50.01	Visual and Performing Arts, General.	High school diploma or eqv.	33.7%	683	281	\$21.20	597
4	50.04	Design and Applied Arts.	High school diploma or eqv.	33.7%	683	281	\$21.20	597
4	50.06	Film/Video and Photographic Arts.	High school diploma or eqv.	33.7%	683	281	\$21.20	597
4	50.07	Fine and Studio Arts.	High school diploma or eqv.	33.7%	683	281	\$21.20	597
4	51.06	Dental Support Services and Allied Professions.	Associate degree	41.4%	1543	428	\$40.05	531
4	51.08	Allied Health and Medical Assisting Services.	Associate degree	70.9%	827	278	\$28.71	566
4	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate degree	39.2%	501	158	\$38.30	610
4	51.23	Rehabilitation and Therapeutic Professions.	High school diploma or eqv.	52.1%	291	119	\$21.81	631
4	51.39	Practical Nursing, Vocational Nursing and Nursing Assistants.	Postsecondary non-degree award	38.7%	2896	964	\$27.79	597
4	52.03	Accounting and Related Services.	Some college, no degree	11.1%	3196	3666	\$21.20	439
4	52.04	Business Operations Support and Assistant Services.	High school diploma or eqv.	28.0%	2307	1177	\$24.43	519
4	52.17	Insurance.	High school diploma or eqv.	26.9%	2394	1142	\$29.61	481
4	51.39	Practical Nursing, Vocational Nursing and Nursing Assistants.	Postsecondary non-degree award	7.9%	16	18	\$26.40	597
4	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	19.0%	20	12	\$36.94	622
4	49.02	Ground Transportation.	High school diploma or eqv.	36.5%	19	8	\$22.01	553
4	1.06	Applied Horticulture and Horticultural Business Services.	High school diploma or eqv.	21.2%	18	12	\$24.88	653
4	4.1	Real Estate Development.	High school diploma or eqv.	34.7%	33	13	\$75.91	512
4	4.1	Real Estate Development.	High school diploma or eqv.	24.1%	20	10	\$50.57	512
4	31.03	Parks, Recreation, and Leisure Facilities Management.	High school diploma or eqv.	21.2%	18	12	\$24.88	653

4	46.04	Building/Construction Finishing, Management, and Inspection.	High school diploma or eqv.	38.0%	46	21	\$21.08	550
4	47.06	Vehicle Maintenance and Repair Technologies/Technicians.	High school diploma or eqv.	26.3%	15	8	\$22.75	607
4	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate degree	23.7%	28	13	\$37.93	588
4	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate degree	40.4%	23	6	\$30.41	631
4	52.02	Business Administration, Management and Operations.	High school diploma or eqv.	14.3%	11	9	\$30.42	630
4	52.15	Real Estate.	High school diploma or eqv.	34.7%	33	13	\$75.91	512
4	52.15	Real Estate.	High school diploma or eqv.	24.1%	20	10	\$50.57	512
4	1.06	Applied Horticulture and Horticultural Business Services.	High school diploma or eqv.	21.8%	730	455	\$22.89	653
4	31.03	Parks, Recreation, and Leisure Facilities Management.	High school diploma or eqv.	21.8%	730	455	\$22.89	653
4	46.03	Electrical and Power Transmission Installers.	High school diploma or eqv.	34.9%	751	329	\$23.33	575
4	46.04	Building/Construction Finishing, Management, and Inspection.	High school diploma or eqv.	35.1%	535	237	\$25.46	608
4	47.01	Electrical/Electronics Maintenance and Repair Technologies/Technicians.	High school diploma or eqv.	34.9%	751	329	\$23.33	575
4	47.03	Heavy/Industrial Equipment Maintenance Technologies/Technicians.	High school diploma or eqv.	37.5%	141	55	\$41.38	623
4	48.05	Precision Metal Working.	High school diploma or eqv.	29.8%	668	304	\$23.86	573
4	49.02	Ground Transportation.	High school diploma or eqv.	22.2%	1347	838	\$26.00	556
4	51.06	Dental Support Services and Allied Professions.	Associate degree	45.1%	1328	352	\$40.63	531
4	51.07	Health and Medical Administrative Services.	High school diploma or eqv.	19.0%	2293	1226	\$28.23	520
4	51.08	Allied Health and Medical Assisting Services.	Associate degree	79.0%	684	216	\$28.57	566
4	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate degree	44.9%	399	117	\$39.57	610
4	51.39	Practical Nursing, Vocational Nursing and Nursing Assistants.	Postsecondary non-degree award	48.0%	2288	676	\$28.11	597
4	52.17	Insurance.	High school diploma or eqv.	19.0%	2293	1226	\$28.23	520
4	52.17	Insurance.	High school diploma or eqv.	29.6%	1972	878	\$30.51	481
4	46.04	Building/Construction Finishing, Management, and Inspection.	High school diploma or eqv.	44.3%	27	11	\$19.50	608
4	47.06	Vehicle Maintenance and Repair Technologies/Technicians.	High school diploma or eqv.	19.3%	34	21	\$22.44	607
4	49.01	Air Transportation.	High school diploma or eqv.	23.6%	13	7		673
4	49.02	Ground Transportation.	High school diploma or eqv.	20.4%	110	75	\$20.02	519
4	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate degree	31.4%	22	6	\$27.95	631
4	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate degree	16.7%	37	21	\$30.68	588
4	4.1	Real Estate Development.	High school diploma or eqv.	11.7%	187	163	\$20.03	578
4	14.02	Aerospace, Aeronautical, and Astronautical/Space Engineering.	Associate degree	28.4%	62	23	\$31.47	625
4	15	Engineering Technologies/Technicians, General.	Associate degree	20.4%	47	29	\$30.27	600

4	15.06	Industrial Production Technologies/Technicians.	Associate degree	20.4%	47	29	\$30.27	600
4	15.07	Quality Control and Safety Technologies/Technicians.	Associate degree	20.4%	47	29	\$30.27	600
4	15.15	Engineering-Related Fields.	Associate degree	20.4%	47	29	\$30.27	600
4	47.06	Vehicle Maintenance and Repair Technologies/Technicians.	Associate degree	28.4%	62	23	\$31.47	625
4	49.02	Ground Transportation.	High school diploma or eqv.	7.7%	70	106	\$23.32	556
4	51.06	Dental Support Services and Allied Professions.	Associate degree	35.4%	108	33	\$38.68	531
4	51.08	Allied Health and Medical Assisting Services.	Associate degree	55.8%	96	37	\$29.20	566
4	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate degree	32.0%	58	21	\$39.84	606
4	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate degree	19.2%	46	23	\$34.65	610
4	51.39	Practical Nursing, Vocational Nursing and Nursing Assistants.	Postsecondary non-degree award	18.5%	290	159	\$27.25	597
4	52.04	Business Operations Support and Assistant Services.	High school diploma or eqv.	4.8%	417	1057	\$19.94	448
4	52.04	Business Operations Support and Assistant Services.	High school diploma or eqv.	19.7%	12	7	\$19.14	497
4	52.15	Real Estate.	High school diploma or eqv.	11.7%	187	163	\$20.03	578
4	46.02	Carpenters.	High school diploma or eqv.	19.4%	27	17	\$23.92	608
4	49.02	Ground Transportation.	High school diploma or eqv.	22.6%	37	23	\$22.95	556
4	52.02	Business Administration, Management and Operations.	High school diploma or eqv.	13.9%	17	15	\$32.86	630
4	46.05	Plumbing and Related Water Supply Services.	High school diploma or eqv.	17.5%	11	8	\$23.39	636
3	15	Engineering Technologies/Technicians, General.	Associate degree	11.1%	367	357	\$32.97	614
3	15.03	Electrical/Electronic Engineering Technologies/Technicians.	Associate degree	11.1%	367	357	\$32.97	614
3	15.04	Electromechanical Technologies/Technicians.	Associate degree	11.1%	367	357	\$32.97	614
3	15.06	Industrial Production Technologies/Technicians.	Associate degree	11.1%	367	357	\$32.97	614
3	15.06	Industrial Production Technologies/Technicians.	High school diploma or eqv.	26.3%	1576	870	\$23.33	482
3	15.12	Computer Engineering Technologies/Technicians.	Associate degree	11.1%	367	357	\$32.97	614
3	46.04	Building/Construction Finishing, Management, and Inspection.	High school diploma or eqv.	23.7%	979	615	\$21.55	550
3	47.01	Electrical/Electronics Maintenance and Repair Technologies/Technicians.	High school diploma or eqv.	21.2%	257	169	\$24.67	587
3	48.05	Precision Metal Working.	High school diploma or eqv.	26.3%	1576	870	\$23.33	482
3	51.07	Health and Medical Administrative Services.	High school diploma or eqv.	15.2%	2000	1270	\$28.38	520
3	51.08	Allied Health and Medical Assisting Services.	Postsecondary non-degree award	41.6%	1013	307	\$26.74	591
3	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Postsecondary non-degree award	41.6%	1013	307	\$26.74	591
3	51.1	Clinical/Medical Laboratory Science/Research and Allied Professions.	Postsecondary non-degree award	41.6%	1013	307	\$26.74	591
3	52.17	Insurance.	High school diploma or eqv.	15.2%	2000	1270	\$28.38	520
3	52.18	General Sales, Merchandising and Related Marketing Operations.	High school diploma or eqv.	7.9%	479	604	\$34.55	531

3	52.19	Specialized Sales, Merchandising and Marketing Operations.	High school diploma or eqv.	7.9%	479	604	\$34.55	531
3	15.17	Energy Systems Technologies/Technicians.	High school diploma or eqv.	0.3%	1	32	\$38.31	611
3	1.06	Applied Horticulture and Horticultural Business Services.	High school diploma or eqv.	10.6%	7	8	\$20.90	653
3	15.05	Environmental Control Technologies/Technicians.	Postsecondary non-degree award	11.0%	8	8	\$21.31	660
3	31.03	Parks, Recreation, and Leisure Facilities Management.	High school diploma or eqv.	10.6%	7	8	\$20.90	653
3	47.02	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR).	Postsecondary non-degree award	11.0%	8	8	\$21.31	660
3	51.06	Dental Support Services and Allied Professions.	Associate degree	33.3%	18	6	\$37.24	531
3	51.39	Practical Nursing, Vocational Nursing and Nursing Assistants.	Postsecondary non-degree award	13.1%	23	16	\$26.27	597
3	1.01	Agricultural Business and Management.	Some college, no degree	17.6%	16	9	\$24.12	547
3	4.1	Real Estate Development.	High school diploma or eqv.	13.2%	21	17	\$27.77	578
3	11.1	Computer/Information Technology Administration and Management.	Some college, no degree	17.6%	16	9	\$24.12	547
3	15.05	Environmental Control Technologies/Technicians.	Postsecondary non-degree award	39.6%	42	16	\$22.27	660
3	47.02	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR).	Postsecondary non-degree award	39.6%	42	16	\$22.27	660
3	49.02	Ground Transportation.	High school diploma or eqv.	17.8%	24	17	\$24.40	556
3	51.06	Dental Support Services and Allied Professions.	Associate degree	16.7%	16	9	\$39.93	531
3	51.07	Health and Medical Administrative Services.	Some college, no degree	17.6%	16	9	\$24.12	547
3	52.15	Real Estate.	High school diploma or eqv.	13.2%	21	17	\$27.77	578
3	52.18	General Sales, Merchandising and Related Marketing Operations.	High school diploma or eqv.	13.6%	27	29	\$30.55	526
3	46.04	Building/Construction Finishing, Management and Inspection.	High school diploma or eqv.	24.6%	696	425	\$21.77	550
3	51.08	Allied Health and Medical Assisting Services.	Postsecondary non-degree award	48.2%	812	228	\$27.42	591
3	51.09	Allied Health Diagnostic, Intervention, and Treatment Professions.	Postsecondary non-degree award	48.2%	812	228	\$27.42	591
3	51.1	Clinical/Medical Laboratory Science/Research and Allied Professions.	Postsecondary non-degree award	48.2%	812	228	\$27.42	591
3	52.03	Accounting and Related Services.	Some college, no degree	14.2%	2974	2758	\$21.66	439
3	52.08	Finance and Financial Management Services.	High school diploma or eqv.	21.0%	1358	762	\$22.65	484
3	52.18	General Sales, Merchandising and Related Marketing Operations.	High school diploma or eqv.	10.4%	499	496	\$35.36	531
3	52.19	Specialized Sales, Merchandising and Marketing Operations.	High school diploma or eqv.	10.4%	499	496	\$35.36	531
3	1.06	Applied Horticulture and Horticultural Business Services.	High school diploma or eqv.	13.0%	10	9	\$24.00	653
3	15.05	Environmental Control Technologies/Technicians.	Postsecondary non-degree award	30.7%	75	34	\$23.39	660

3	31.03	Parks, Recreation, and Leisure Facilities Management.	High school diploma or eqv.	13.0%	10	9	\$24.00	653
3	47.02	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR).	Postsecondary non-degree award	30.7%	75	34	\$23.39	660
3	51.06	Dental Support Services and Allied Professions.	Associate degree	22.5%	25	9	\$39.39	531
3	1.08	Agricultural Public Services.	Postsecondary non-degree award	34.7%	66	29	\$24.53	610
3	4.1	Real Estate Development.	High school diploma or eqv.	13.5%	30	23	\$119.31	512
3	10.02	Audiovisual Communications Technologies/Technicians.	Postsecondary non-degree award	34.7%	66	29	\$24.53	610
3	15	Engineering Technologies/Technicians, General.	Associate degree	4.1%	17	41	\$31.85	614
3	15.03	Electrical/Electronic Engineering Technologies/Technicians.	Associate degree	4.1%	17	41	\$31.85	614
3	15.04	Electromechanical Technologies/Technicians.	Associate degree	4.1%	17	41	\$31.85	614
3	15.06	Industrial Production Technologies/Technicians.	Associate degree	4.1%	17	41	\$31.85	614
3	15.12	Computer Engineering Technologies/Technicians.	Associate degree	4.1%	17	41	\$31.85	614
3	46.04	Building/Construction Finishing, Management, and Inspection.	High school diploma or eqv.	15.4%	30	24	\$21.43	608
3	52.15	Real Estate.	High school diploma or eqv.	13.5%	30	23	\$119.31	512
3	15.05	Environmental Control Technologies/Technicians.	Postsecondary non-degree award	73.8%	121	33	\$23.46	660
3	47.02	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR).	Postsecondary non-degree award	73.8%	121	33	\$23.46	660
3	47.06	Vehicle Maintenance and Repair Technologies/Technicians.	High school diploma or eqv.	13.3%	10	8	\$23.98	607
3	52.04	Business Operations Support and Assistant Services.	High school diploma or eqv.	55.6%	30	9	\$24.15	519
3	1.02	Agricultural Mechanization.	Postsecondary non-degree award	22.2%	12	6	\$27.27	658
3	1.06	Applied Horticulture and Horticultural Business Services.	High school diploma or eqv.	2.9%	12	45	\$19.86	558
3	15.05	Environmental Control Technologies/Technicians.	Postsecondary non-degree award	15.8%	18	13	\$21.77	660
3	19.02	Family and Consumer Sciences/Human Sciences Business Services.	High school diploma or eqv.	2.9%	12	45	\$19.86	558
3	47.02	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR).	Postsecondary non-degree award	15.8%	18	13	\$21.77	660
3	47.06	Vehicle Maintenance and Repair Technologies/Technicians.	Postsecondary non-degree award	22.2%	12	6	\$27.27	658
3	47.06	Vehicle Maintenance and Repair Technologies/Technicians.	High school diploma or eqv.	13.8%	8	8	\$20.89	575
3	49.02	Ground Transportation.	High school diploma or eqv.	11.1%	9	10	\$21.27	556
3	52.02	Business Administration, Management and Operations.	High school diploma or eqv.	2.9%	12	45	\$19.86	558
3	52.18	General Sales, Merchandising and Related Marketing Operations.	High school diploma or eqv.	2.9%	12	45	\$19.86	558
3	52.19	Specialized Sales, Merchandising and Marketing Operations.	High school diploma or eqv.	2.9%	12	45	\$19.86	558

Sources	
Short-Term Occupation Employment Projections	The Arizona Office of Economic Opportunity 2020-2030 projected employment estimates data series
Avg. Hourly Wage (2020)	U.S. Dept. of Labor Bureau of Labor Statistics 2021 Occupational Employment and Wage Survey data series estimates
ONET Score	ONET Center (O*NET® 26.3): https://www.onetcenter.org/db_releases.html
SOC to CIP Classification Crosswalk	National Center for Education Statistics (NCES) https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55

Calculation Method	
•	Hourly wages were calculated by dividing annual wages by 2080
•	Eligible occupations were restricted to those with minimum educational requirements of a high school diploma or equivalent, some college (no degree), postsecondary nondegree award or lower, associate's degree (see below for a list of all minimum education categories)
•	ONET scores were calculated by summing associated knowledge, skill and ability estimate levels and values for each 6-digit SOC occupation.
•	In-demand occupations were identified by ranking occupation categories across five key economic indicators: average hourly wage, projected percentage change, projected numeric change, projected numeric job openings, and ONET score.
•	Occupations with the same education level were compared to calculate the overall rank estimate. This allows for occupations with similar requirements to be compared with one another.
•	An overall rating was assigned to each occupation based on the combined average ranking for each economic indicator. The overall rating ranged from 5 (best) to 1 (worst). Occupations with an overall rating of less than 3 were excluded from consideration.

- Only occupations with the same education levels were compared to calculate the overall rank estimate. This allows for occupations with similar requirements to be compared with one another.

- The following formula determined the overall score for each occupation

$$\frac{(\text{Average Hourly Wage Percentile} + \text{ONET Score Percentile} + \text{Projected Numeric Change Percentile} + \text{Projected Percentage Change Percentile} + \text{Projected Numeric Job Openings Percentile})}{5}$$

- In-demand occupations were crosswalked with the list of instructional programs to identify eligible CIP categories.

- The state and regional in-demand education list includes most recommendations outlined in the Auditor General's report. This report can be found at <https://www.azcommerce.com/oeo/labor-market/in-demand-jobs/>

Education Levels

• Doctoral or professional degree	Excluded from this analysis
• Master's degree	Excluded from this analysis
• Bachelor's degree	Excluded from this analysis
• Some college, no degree	
• Associate's degree	
• Postsecondary nondegree award	
• High school diploma or equivalent	
• No formal educational credential	Excluded from this analysis

Questions and Comments

Direct questions or comments to Doug Walls, doug.Walls@oeo.az.gov, 602-771-1258, at the Office of Economic Opportunity

Explanation: CTE Summary		
Column	Column Title	Explanation
B	CIP Code	Classification of Instructional Programs. A classification structure used to categorize programs of study. For more information see: http://www.xwalkcenter.org/index.php .
C	CIP Title	Program of study title. http://www.xwalkcenter.org/index.php
D	Occupation Title	The in-demand occupation associated with the CIP category.
E	Occupation Code	Classification code associated with the occupation title.
F	Occupation Rating	Overall score given to each occupation based on employment, wage and ONET rankings.
G	Educational Level	The minimum educational level for the occupations within each CIP category. Educational levels are described in section 3 of the methodology section.
H	Projected Percent Change (2020-2030)	Average 10-year projected percent employment growth for each occupation.
I	Projected Numeric Change (2020-2030)	Average 10-year projected numeric employment growth for each occupation.
J	Projected Numeric Job Openings (2020-2022)	The number of openings projected for each occupation.
K	Average Hourly Wage (2021)	The average educational level for the occupations within each CIP category. Educational levels are described in Section 3 on the methodology page. Larger numbers indicate lower levels of education.
L	ONET Score	A measure of the knowledge, skill and ability requirements associated with the occupations within each CIP category. ONET Scores are weighted based on the number of openings in each occupation.



Appendix E: Industry Credential Approval Process

Industry Certification Approval Process for Inclusion on Current CTE Programs with Identified Industry Certifications to meet ARS 15-391.5 k and l for CTED Eligibility and College and Career Readiness Rubric Credentials List (A-F School Letter Grades)

1. Requestor will complete the "[Industry-Based Certification Application for Inclusion on the Arizona State A-F School Rating List](#)" and submit it to the Arizona Department of Education/Career and Technical Education unit (ADE/CTE), no earlier than March 1st of each year on the CTE website <https://www.azed.gov/cte/cte-industry-credentials>.
2. The appropriate ADE/CTE Program Specialist will review the application and send it to the appropriate program Industry Advisory Committee.
3. The Industry Advisory Committee will determine if the credential should be added to the College and Career Readiness Rubric Credentials List (A-F School Letter Grades) and/or the Current CTE Programs with Identified Industry Certifications to meet ARS 15-391.5 k and l for CTED Eligibility list and/or using the application and supporting documentation submitted.
4. The recommendation for the College and Career Readiness Rubric Credentials List (A-F School Letter Grades) will then be submitted to the Arizona Career and Technical Education Quality Commission for review and submission to the State Board of Education for addition to the College and Career Readiness Rubric, Industry Certification list.
5. Once approved by the State Board of Education, the list will be added to the ADE website.

The timeline for the process is as follows:

Beginning March 1, 2021, the application process for the College and Career Readiness Indicators Credentials List (A-F Rating List) and CTED industry credential list will **open on March 1st** of each year and will **close on April 30th** of that same year. Submissions for the College and Career Readiness Indicators Credentials List (A-F Rating List) and CTED industry credential list must be received by **5:00 pm on April 30th** for of the current year to be considered for the school year following the year submitted.

Credentials submitted to ADE CTE between March 1st and April 30th and approved by the CTE Quality Commission at the October quarterly meeting will be submitted to the State Board of Education (SBE) in January and if approved by the SBE, to the Joint Legislative Budget Committee (JLBC) in February for any new credentials for the **following school year**.



CAREER LITERACY STANDARDS

Grades K-2

Students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies expose students to a variety of career fields to stimulate interest in future work. Career-connected learning strategies may include:

- Classroom career speakers
- Workplace visits and interviews
- Introduction to Arizona career fields and pathways

Career Literacy Standards were approved by The Arizona Career and Technical Education Quality Commission in 2019.

STANDARD 1.0 CRITICAL THINKING AND PROBLEM-SOLVING

- 1.1 Recognize and solve problems using the best available resources
- 1.2 Identify and follow steps of the decision-making process to solve problems and make choices
- 1.3 Evaluate if a decision is good or bad, appropriate or inappropriate
- 1.4 Use digital web-based resources, gather data to make informed choices and solve problems
- 1.5 Apply critical thinking and problem-solving skills

STANDARD 2.0 COLLABORATION, TEAMWORK, AND LEADERSHIP

- 2.1 Develop collaboration skills to interact cooperatively with others
- 2.2 Demonstrate skills in working together, compromising, expressing opinions, and responding to criticism
- 2.3 Apply collaborative skills to group activities

STANDARD 3.0 CROSS-CULTURAL UNDERSTANDING AND INTERPERSONAL COMMUNICATION

- 3.1 Utilize illustration to effectively communicate ideas
- 3.2 Explain effective communication skills for presenting to an audience
- 3.3 Demonstrate how to communicate with respect for the beliefs and feelings of others
- 3.4 Exhibit grade-level oral and written communication skills that include being courteous, showing respect and empathy for others, accepting and following directions, performing as a team member, and showing respect for cultural diversity, individuals in nontraditional jobs, and individuals with disabilities
- 3.5 Identify personal wants, needs, and feelings and demonstrate how to communicate them appropriately

STANDARD 4.0 COMMUNICATION AND MEDIA FLUENCY

- 4.1 Identify ways to be safe online
- 4.2 Discuss examples of things that are safe to share online
- 4.3 Use digital media as a communication tool in classroom activities

STANDARD 5.0 ACCOUNTABILITY, PRODUCTIVITY, AND ETHICS

- 5.1 Describe personal responsibility and goals while identifying situations at home, school, and in the community where these are important
- 5.2 Describe the importance of goals
- 5.3 Set personal goals and progress of assigned responsibilities on a classroom project or extracurricular activity (e.g., star chart)
- 5.4 Give examples of rules at home, in school, and in the community and explain how rules protect individuals and groups

K-2 Career Literacy Strategies by Standard

STANDARD 1.0 CRITICAL THINKING AND PROBLEM-SOLVING

The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

Questions

How do I solve problems? How can I make good choices and decisions? Is this a big problem or a small problem?

Strategies

- Read and discuss character decisions.
- Perform science experiments.
- Appraise personal likes and dislikes and identify careers that might be suited to personal likes.
- Identify qualifications needed to pursue traditional and nontraditional careers and occupations.
- Identify career interests, abilities, and skills.

STANDARD 2.0 COLLABORATION, TEAMWORK, AND LEADERSHIP

Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency and success.

Questions

Why do I need to work with others? How do we work with others? Can you think of a way to work with others? What would you do if you and your partner disagree? How does working together help the group? How does working together help you?

Strategies

- Create social contracts.
- Display and discuss classroom and playground rules.
- Participate in organized sports or clubs.
- Describe responsibility and responsible behavior.

STANDARD 3.0 CROSS-CULTURAL UNDERSTANDING AND INTERPERSONAL COMMUNICATION

The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

Questions

What communication skills do I need to learn to work with others at home, in school, and in the community? How do I recognize someone has hurt me? What does it mean to listen with an open mind? How do you get to know someone who is different from you? How do you let others know when you need something? What is something special about your family?

Strategies

- Research different cultures.
- Present at a show and tell.
- Interview someone in the class and introduce them to everyone.
- Demonstrate respect for the feelings and beliefs of others in personal friendships, schoolmates, adults, and the work environment.
- Demonstrate skills in responding to criticism from peers and teachers.
- Describe how one's behavior influences the feelings and actions of others.

K-2 Career Literacy Strategies by Standard

STANDARD 4.0 COMMUNICATION AND MEDIA FLUENCY

Digital media are modern tools used for local and global communication.

Questions

Where are safe places on the Internet? How do you know if a website or app is safe? How do you use digital communication? What is digital communication? How do groups/organizations use digital communication?

Strategies

- Locate career information using a variety of resources.
- Practice digital communication.
- Understand Internet safety.

STANDARD 5.0 ACCOUNTABILITY, PRODUCTIVITY, AND ETHICS

The nature of the modern workplace has shifted, demanding greater individual accountability, productivity, and collaboration.

Questions

What work behaviors do I need to learn and develop at home, school, and in the community? Why do I need to be accountable? What is productivity? What are performance goals? Why are rules important at home, in school, and in the community?

Strategies

- Perform jobs in the classroom.
- Participate in fundraisers and drives.
- Participate in organized sports or clubs.
- Identify reasons why people work and discuss how work can help a person achieve personal goals.
- Identify various life roles and civic and work-related activities in the school, home, and community.
- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- Describe the importance of personal skills and attitudes to job success.
- Demonstrate employability skills and work habits such as work ethic, dependability, promptness, and getting along with others.
- Describe how one's behavior influences the feelings and actions of others in personal relationships and work environment.
- Explain why goals are valuable.
- Identify the resources available to achieve goals.
- Demonstrate positive work attitudes such as showing initiative, self-confidence, patience, dependability, honesty, and integrity, controlling emotions, demonstrating a willingness to learn, and exhibiting pride in work.
- Dress for success. Demonstrate what different professions wear on the job.
- Describe the relationship between positive work attitudes and success. This includes demonstrating initiative, self-confidence, patience, dependability, honesty, and integrity, controlling emotions, demonstrating a willingness to learn, getting along with others, exhibiting pride in work.



CAREER LITERACY STANDARDS

Grades 2-4

Career awareness includes an understanding of the world or work and the knowledge and skills needed for traditional and nontraditional jobs and careers. These standards continue to build upon the K-2 framework. Students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies expose students to a variety of career fields to stimulate interest in future work.

Standards approved by The Arizona Career and Technical Education Quality Commission in 2019.

STANDARD 1.0 CRITICAL THINKING AND PROBLEM-SOLVING

- 1.1 Recognize and solve problems using the best available resources
- 1.2 Identify and follow steps of the decision-making process to solve problems and make choices
- 1.3 Evaluate if a decision is good or bad, appropriate or inappropriate
- 1.4 Use digital web-based resources, gather data to make informed choices and solve problems
- 1.5 Apply critical thinking and problem-solving skills

STANDARD 2.0 CREATIVITY AND INNOVATION

- 2.1 Use brainstorming techniques individually and in groups to enhance creativity on assigned tasks

STANDARD 3.0 COLLABORATION, TEAMWORK, AND LEADERSHIP

- 3.1 Develop collaboration skills to interact cooperatively with others
- 3.2 Demonstrate and explain how collaborative skills support working effectively with others
- 3.3 Demonstrate skills in working together, compromising, expressing opinions, and responding to criticism
- 3.4 Apply collaborative skills to group activities

STANDARD 4.0 CROSS-CULTURAL UNDERSTANDING AND INTERPERSONAL COMMUNICATION

- 4.1 Develop effective written and/or oral communication skills for face-to-face and online communications
- 4.2 Explain effective communication skills for presenting to an audience
- 4.3 Demonstrate how to communicate with respect for the beliefs and feelings of others
- 4.4 Exhibit grade-level oral and written communication skills that include being courteous, showing respect and empathy for others, cooperating with and assisting others, accepting, and following directions, performing as a team member, and showing respect for cultural diversity, individuals in nontraditional jobs, and individuals with disabilities
- 4.5 Identify personal wants, needs, and feelings, and demonstrate how to communicate them appropriately

STANDARD 5.0 COMMUNICATION AND MEDIA FLUENCY

- 5.1 Identify modern digital media tools that are used for local and global communication
- 5.2 Discuss examples of digital media communication and how it is used daily in different settings
- 5.3 Identify ways to stay safe online
- 5.4 Use digital media as a communication tool in classroom activities

STANDARD 6.0 ACCOUNTABILITY, PRODUCTIVITY, AND ETHICS

- 6.1 Describe and identify situations where accountability and productivity are important
- 6.2 Describe the importance of goals
- 6.3 Set and track personal goals related to responsibilities on a classroom project or extracurricular activity
- 6.4 Give examples of rules at home, school, and in the community, and explain how rules can protect people

STANDARD 7.0 FUNDAMENTAL PRINCIPLES OF MONEY

- 7.1 Identify types of currency (e.g., paper money, coins, etc.)
- 7.2 Describe the function and purpose of money
- 7.3 Identify sources of income
- 7.4 Describe common financial needs
- 7.5 Explain how income affects lifestyle and spending choices
- 7.6 Set financial goals

Grades 2-4 Career Literacy Strategies by Standard

STANDARD 1.0 CRITICAL THINKING AND PROBLEM-SOLVING

The ability to recognize a problem and apply critical thinking and problem-solving skills to solve problems is a lifelong skill that develops over time.

Questions

How do I solve problems? What are the steps in the decision-making process? How can I make good choices and decisions? How do I know which resources are the best?

Strategies

- Model evaluation techniques.
- Read books and discuss character decisions.
- Perform science experiments.
- Appraise personal likes and dislikes and identify careers that might be suited to personal likes.
- Identify qualifications needed to pursue traditional and nontraditional careers and occupations.
- Identify career interests, abilities, and skills.

STANDARD 2.0 CREATIVITY AND INNOVATION

Brainstorming activities enhance creative and innovative thinking in individual and group goal-setting and problem-solving.

Questions

What is brainstorming? How do we think of ideas? Am I creative?

Strategies

- Discuss inventions.
- Evaluate problems and brainstorm ideas to fix problems.

STANDARD 3.0 COLLABORATION, TEAMWORK, AND LEADERSHIP

Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

Questions

Why do I need to work with others? How do we work with others? Can you think of a way to work with others? How should we work with others? What would you do if your partner and you don't agree? How does working together help the group? How does working together help you?

Strategies

- Create social contracts.
- Display and discuss classroom and playground rules.
- Participate in organized sports or clubs.
- Describe responsibility and responsible behavior.
- Describe examples of jobs where people work alone vs. together.

Grades 2-4 Career Literacy Strategies by Standard

STANDARD 4.0 CROSS-CULTURAL UNDERSTANDING AND INTERPERSONAL COMMUNICATION

Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.

Questions

What communication skills do I need to learn to work with others at home, in school, and in the community? How do I recognize someone has hurt me? What does it mean to listen with an open mind? How do you get to know someone different than you? How do you let others know when you need something?

Strategies

- Explore different cultures.
- Create and deliver a presentation for the class.
- Identify future aspirations and discuss how they fit their wants and needs.

STANDARD 5.0 COMMUNICATION AND MEDIA FLUENCY

Digital media are modern tools used for local and global communication. There are ethical and unethical uses of communication and media.

Questions

How can I use digital media ethically to communicate effectively at home, in the classroom, and in the community? How do you use digital communication? What is digital communication? How do individuals use digital communication? How do groups and/or organizations use digital communication? What is appropriate to share on the internet?

Strategies

- Locate career information using a variety of resources.
- Practice digital communication and netiquette.
- Understand and practice Internet safety.
- Craft formal emails.
- Discuss cyber bullying

STANDARD 6.0 ACCOUNTABILITY, PRODUCTIVITY, AND ETHICS

The nature of the modern workplace has shifted, demanding greater individual accountability, productivity, and collaboration. Ethical behaviors support human rights and dignity in all aspects of life.

Questions

What work behaviors do I need to learn and develop at home, school, and in the community? Why do I need to be accountable? What is productivity? What are performance goals? Why are rules important at home, in school, and in the community?

Strategies

- Perform jobs in the classroom.
- Participate in fundraisers and drives.
- Participate in organized sports or clubs.
- Identify reasons why people work and discuss how work can help a person achieve personal goals.
- Identify various life roles and civic and work-related activities in the school, home, and community.
- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- Describe the importance of personal skills and attitudes to job success.
- Demonstrate employability skills and work habits such as work ethic, dependability, promptness, and getting along with others.
- Describe how one's behavior influences the feelings and actions of others in personal relationships and work environment.
- Explain why goals are valuable.

- Identify the resources available to achieve goals.
- Demonstrate positive work attitudes such as showing initiative, self-confidence, patience, dependability, honesty, and integrity, controlling emotions, demonstrating a willingness to learn, and exhibiting pride in work.
- Dress for success. Demonstrate what different professions wear on the job.
- Describe the relationship between positive work attitudes and success. This includes demonstrating initiative, self-confidence, patience, dependability, honesty, and integrity, controlling emotions, demonstrating a willingness to learn, getting along with others, and exhibiting pride in work.
- Set short-term and long-term goals.
- Write a letter to your future self.
- Discuss chores or classroom jobs.

STANDARD 7.0 FUNDAMENTAL PRINCIPLES OF MONEY

Financial literacy is an essential personal and professional skill.

Questions

Why do people work? What are the different types of money? How do people use money? How do people earn money? What are items that people spend money on? What is the difference between wants and needs? How do you save money?

Strategies

- Perform currency conversions.
- Create a classroom currency or school-wide currency.
- Study money management skills.
- Check with local banks for financial literacy curriculum.



CAREER LITERACY STANDARDS

Grades 5-8

Career exploration includes an investigation of the contemporary workplace with an understanding of the relationships among personal abilities, education, knowledge, and skills needed to pursue occupations and careers.

Career Literacy Standards were approved by The Arizona Career and Technical Education Quality Commission in 2019.

STANDARD 1.0 CAREER RESEARCH

- 1.1 Compare and contrast current and past employer hiring and employment practices related to substance use (e.g., tobacco, drugs, and alcohol)
- 1.2 Explain what is meant by “jobs” and “careers,” and examine how each tends to be distributed regionally, nationally, and globally
- 1.3 Inventory the requirements for entering different career areas of interest using online job information and determining why those requirements are needed for success in a chosen career
- 1.4 Compare and contrast how traditional and non-traditional occupational roles have changed or remained the same regionally, nationally, and globally
- 1.5 Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection
- 1.6 Identify common knowledge, skills, and abilities needed within career clusters
- 1.7 Relate academic achievement and course planning to secondary opportunities

STANDARD 2.0 CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

- 2.1 Develop strategies for productive behaviors that impact critical thinking and problem-solving skills
- 2.2 Implement problem-solving strategies to solve a problem in school or real-world situations
- 2.3 Compare and contrast different strategies used in various organizations to solve problems
- 2.4 Design and implement a personal problem-solving plan using one or more problem-solving strategies

STANDARD 3.0 COLLABORATION

- 3.1 Determine an individual’s responsibility for personal actions and contributions to group activities
- 3.2 Demonstrate the use of compromise, negotiation, and community-building strategies for carrying out tasks, assignments, and projects
- 3.3 Model leadership skills during classroom and extracurricular activities

STANDARD 4.0 INTERPERSONAL COMMUNICATION

- 4.1 Demonstrate the ability to understand others using verbal and non-verbal communication
- 4.2 Use effective communication skills in person and online interactions with peers and adults from home and from diverse cultures
- 4.3 Examine how communication in different cultures and generations in the workplace may result in misunderstanding
- 4.4 Use digital media effectively to enhance communication

STANDARD 5.0 TECHNOLOGY

- 5.1 Explore the role of technology in the workplace
- 5.2 Examine how technology has impacted the workplace (i.e. skills, jobs)
- 5.3 Explore industry-recognized technology tools (i.e. Microsoft Office, etc.)
- 5.4 Engage in positive, safe, legal, and ethical behavior when using technology including social interactions online

STANDARD 6.0 ACCOUNTABILITY AND ETHICS

- 6.1 Demonstrate and describe appropriate work habits and interpersonal skills needed to obtain and retain employment
- 6.2 Demonstrate and describe ethical and unethical behavior

STANDARD 7.0 PERSONAL RESPONSIBILITY

- 7.1 Identify the importance of personal appearance in a variety of settings
- 7.2 Demonstrate effective time management
- 7.3 Explain financial wants vs. needs
- 7.4 Analyze the relationship between education, income, and job opportunities
- 7.5 Create and examine the benefits of a budget

Grades 5-8 Career Literacy Strategies by Standard

STANDARD 1.0 CAREER RESEARCH

The opportunity to explore career pathways through self-assessment and identification of interests and values of unique career preferences.

Questions

What are common skills needed across all jobs/careers? How do your abilities and interests influence your career choice? What's the difference between jobs and careers? What are some requirements to enter a job/career of your choice?

Strategies

- Develop an ADE [ECAP](#) that includes information about career areas of interest.
- [Register](#), perform [get-started tasks](#), and take the career interest assessment in [My Future AZ](#).
- Identify high school and CTE courses and programs that support career or occupational areas of interest.
- Use workplace readiness skills and career information learned from job shadowing, high school visits, speakers, volunteering, or other career exploration activities to assist with career exploration.
- Evaluate employment trends (including job outlook and wage trends) in areas of career interest using online
- Use online state and federal agency resources to identify permitted or prohibited jobs for minors.
- Analyze a past or current local, national, or international incident that violated professional, legal, and/or ethical responsibilities in an employment setting and explain the impact of the incident on employees and others.
- Compare and contrast current and past employer hiring and employment practices related to substance use

STANDARD 2.0 CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

The ability to recognize a problem and apply critical thinking skills to develop solutions.

Questions

What strategies do I use to solve problems? How can I make good choices or decisions? What resources can I use to make decisions? How do I find the best resources (i.e. people, technology, community)?

Strategies

- Engage in project-based learning activities

STANDARD 3.0 COLLABORATION

Collaboration and teamwork enable individuals or groups to achieve collective goals and develop leadership skills.

Questions

How do you foster collaboration and teamwork? What is the definition of personal responsibility? How do you resolve conflict to solve a problem? What teaming and leadership skills do I possess?

Strategies

- Evaluate communication, collaboration, and leadership skills, and how they might be further developed in preparation for a future career through involvement in school, home, work, and extracurricular activities.

Grades 5-8 Career Literacy Strategies by Standard

STANDARD 4.0 INTERPERSONAL COMMUNICATION

Effective communication skills convey intended meaning to others and can prevent misunderstandings. Communication with others from different cultural backgrounds is enhanced by the understanding and perspective of cultural similarities and differences.

Questions

How do you effectively communicate to avoid misunderstanding? How can my personal behavior, dress, attitude, and other choices impact my success or failure as a job applicant? How do you show respect for cultural differences?

Strategies

- Take the [professional skills](#) pre-assessment to determine your current communication skills. Use resources to improve your skills.

STANDARD 5.0 TECHNOLOGY

Understanding how to effectively use technology and its impact in the workplace.

Questions

How has technology impacted the workplace? What are some technology tools used in different jobs? What does my digital footprint say about me?

Strategies

- Join a technology club (i.e. Code.org, Robotics, Girls who code).
- Take a computer class.
- Practice and improve [typing speed](#).

STANDARD 6.0 ACCOUNTABILITY AND ETHICS

Individual accountability and ethical behaviors are expected in the workplace.

Questions

Why is it important that I take responsibility and responsibility for my actions? Why is ethical behavior important at work, home, and school?

Strategies

- Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant.

STANDARD 7.0 PERSONAL RESPONSIBILITY

Individual responsibility and skills are expected in the workplace.

Questions

What does your personal appearance say about you? How well do you manage your time? How do you prioritize your spending? How will your career choice support your wants and needs? What is professionalism?

Strategies

- Take the [professional skills](#) pre-assessment to determine your current communication skills. Use resources to improve your skills.



ARIZONA DEPARTMENT OF
EDUCATION

Arizona Department of Education Career and Technical Education



WORK-BASED LEARNING GUIDE

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ARIZONA DEPARTMENT OF
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Section 1: Definitions

The Arizona Department of Education Career and Technical Education Work Based Learning Guide is intended to assist districts and schools with the development and embedding of work-based learning in CTE programs.

What is Work-Based Learning?

Perkins V defines Work Based Learning (WBL) as

- 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 each career field that are aligned to curriculum and instruction.
- WBL is included in reference to state plans, programs of study, and collaboration among secondary schools, postsecondary institutions, and employers.
- The application of technical knowledge and skills.

WBL experiences must:

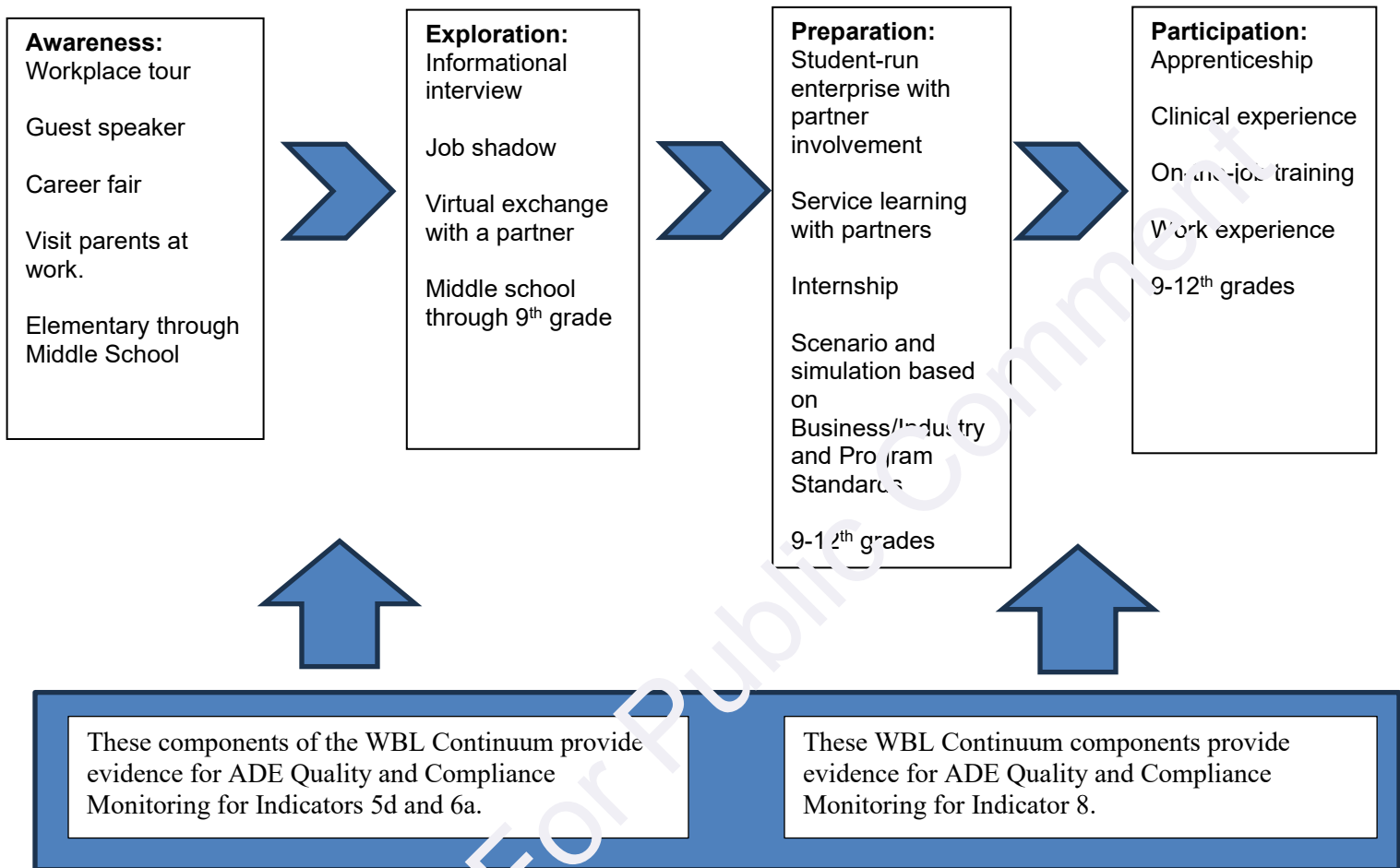
- demonstrate how the student is applying the technical skills learned in their programs through hands-on learning.
- allow students to develop professional skills to enhance their employability.
- be real life scenario or simulation based.
- WBL opportunity must be available to ALL CTE students.

WBL experiences can occur either at a school or an industry site. The primary goal is to bridge the gap between theoretical knowledge gained in the classroom and the application of practical skills and knowledge required in the workforce.

Work Based Learning Continuum

This guide is intended to assist districts, administrators and teachers achieve the Work Based Learning Continuum at their schools. The items below are examples, and not an extensive list of approved experiences. Due to the diverse needs of schools in our state, these experiences may vary greatly. The experiences listed below in the continuum are examples of what can be embedded into Work Based Learning planning at districts across the state. Recommended stages for delivery of Career Awareness, Exploration, Preparation, and Participation are included in the continuum graphic below. Once the Career Awareness and Career Exploration stages are completed, Local Education Agencies can use this guide to assist them in planning for the Career Preparation and Career Participation Stages.

Work-Based Learning Continuum



Work-Based Learning Experiences:

- Can be paid or unpaid.
- Integrate the technical skills related to the CTE program.
- Cannot replace the Carnegie Units of credit needed for the program sequence.
- Can be a part of the program (i.e. school-based enterprise & laboratory/simulations).
- Must comply with federal, state, and business risk management policies.

Job Shadow, Guest Speakers, Field Trips:

Giving students valuable experience in career decision making are vital elements of the WBL Continuum and CTE Programs. Job shadowing, guest speakers, and field trips **prior** to a WBL experience can help determine appropriate opportunities for individual student needs and goals. High-quality programs of study do not merely provide students with isolated workplace exposure. Programs should work to develop a continuum of experiences that progress in intensity from workplace tours and job shadowing to school-based enterprises, internships, and apprenticeships.

- Job shadow, guest speakers, and field trips do provide business and industry involvement related to Indicator 5 of ADE Quality and Compliance Monitoring. Using such experiences qualify as community involvement, industry partner involvement, as well as career exploration.

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- Job shadow, guest speakers, and field trips being based in career awareness and exploration lack application of knowledge and skills and **will not be considered Work Based Learning Experience**.

Districts who use products to track Work Based Learning Experiences:

- Many districts track their Work Based Learning experiences with these products. Some of those identify job shadow, field trips, and guest speakers as WBL. For ADE Program Monitoring Services, those experiences can only be used for Indicator 5d as tangible, financial, and technical support to the program.
- Districts can use these systems to track any application of technical standard application of knowledge and skills such as scenario/simulation, internships, SAE, SBE, clinicals, or any other type of WBL listed in Section 2 of this guide.

Work-Based Learning vs. Lab Practice Examples:

Work Based Learning	Lab Practice
Students sell shirts at Student Store	Students practice designing shirts with teacher input
Students perform real world maintenance on HVAC unit with work order	Students locate and identify HVAC components
Students change linens on hospital bed during clinicals in nursing home	Students practice changing linens on hospital bed
Students plan events and cater meals	Students practice making baked goods with teacher leading teacher
Students perform haircuts in full-service salon	Students practice with haircut methods with teacher guidance

*Program specific WBL examples are in the Resources section of this Guide

Section 2: Types of Work-Based Learning Models and Delivery Systems

- Internship
- Cooperative Education
- Diversified Cooperative Education
- Healthcare – Clinicals
- Scenario and Simulations Based on Business, Industry, and Program Standards
- Service-Learning Project
- Supervised Agricultural Experiences
- Registered Apprenticeship
- School-based Enterprise
- Summer School Internship
- College and Career Readiness Indicator point Qualifications for WBL

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 technical skills learned during the CTE Program in the classroom. Internships provide the experience for the student to demonstrate practical application of program standards, skills, and theory through a combination of coursework and part-time experience for which school credit is awarded.

The experience uses training agreements and training plans to outline what students are expected to learn and demonstrate at the worksite. The training agreements and training plans emphasize what training partners are expected to provide along, and outlines the coordination of, and integration between, the worksite and the classroom. It is essential that all parties become knowledgeable about laws governing students between the ages of 16 and 17 in the workplace. See these links for more information:

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- <https://www.minimum-wage.org/arizona>
- <https://www.youthrules.gov/>
- DOL Department of Labor Wage and Hour Division - <https://www.dol.gov/whd/>
- Labor laws <https://www.azica.gov/labor-youth-employment-hours-restrictions>

Every contract/agreement used for WBL student participation must state that there is a safe working environment including protection from discrimination and sexual harassment. The contract/agreement must also contain a statement that the school has the right to immediately terminate the student in WBL if there is a breach of stipulated obligations.

The CTE internship must be directly related to the CTE program in which the credit is earned. Internships may be paid or unpaid work experiences. Students who are at least 16 years of age are eligible to participate. Students must be enrolled in a CTE program prior to enrolling in a CTE internship. (removed “12th grade senior” verbiage as it is not in Board rule.)

Steps to Setting up an internship:

- Identification of Potential Worksites – The first step in setting up an internship experience is finding individuals and organizations willing to take on the responsibility of working with a student. Many districts establish a pool of possible worksites via their advisory committees or other community connections. Students may also identify possible internship sites. Successful worksites are a valuable resource that can be utilized repeatedly.
- Preparation of Students for Internship – Students need to be thoroughly prepared before embarking on an internship experience. Preparation includes classwork that focuses on research, career exploration, and skills that will be applied at the worksite. Practical concerns must be addressed as well. Many districts provide students with an internship handbook that includes the following:
 - *Internship agreements:* These agreements should include the purpose of the internship experience and an outline of the worksite supervisor’s and the student’s responsibilities.
 - *Dress and behavior expectations:* Remind students that they are representing the program, the school, and themselves at a worksite. The teacher/coordinator should be aware of the dress code at each worksite and discuss appropriate attire with the student. Students must be informed about sexual harassment issues.
 - *Checklist:* Give students a checklist that includes everything they need to do to prepare for the internship experience. Those may include preparing a résumé, developing objectives, contacting employers, arranging schedules and transportation, and doing background research.
 - *Evaluation materials:* Students will be evaluated by their worksite supervisors throughout the internship experience. Students should be provided with a copy of evaluation forms and encouraged to become familiar with it to enable them to understand how they are being appraised. Ask students to evaluate their internship experience, as well. Student evaluations of the program are helpful to ongoing program improvement.
- Overview of legal responsibilities – Worksite supervisors need to be aware of legal issues related to a work-based learning experience. These include safety, child labor, discrimination, and sexual harassment laws. The WBL coordinator must ensure that worksite supervisors understand their legal responsibilities and potential liabilities in advance. For unpaid work experiences, all parties must be aware of federal guidelines related to unpaid work experience.
- Instructions for working with young people – Worksite supervisors may be unaccustomed to the unique challenges of communicating and working with young people. They may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Discuss possible scenarios with worksite supervisors and encourage them to provide as many active learning experiences as possible.
- Activity suggestions – The purpose of an internship is to provide students with an environment where learning can take place. Encourage supervisors to allow students to participate in as many learning activities as possible; especially those activities that offer an opportunity to develop workplace skills.
- Checklist – Checklist items beneficial to setting up a successful internship might include arranging meeting times, planning with program coordinator to ensure that academic requirements are met, signing structured training agreements and training plans, arranging student work space, and informing students about company policies and procedures.
- Evaluation materials –
 - *Employer Evaluations:* Employers’ responses to an internship program is essential for maintaining a

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successful operation. Provide employers with forms to evaluate the student's participation and to evaluate the program.

- o *Training Agreements*: Includes a list of responsibilities of the employer, the teacher/coordinator, the parent/guardian, and the student. This document must be signed by all parties.
- o *Training Plans*: A list of specific and general tasks the student will be involved in in the internship. This document must be signed by school/district officials, parent/guardian, and employer.
- o *Journals*: An accurate daily log of detailed tasks completed during work hours describing specific job duties and time frames for individual tasks. This log shall be signed by the employer and student.
- o *Record Keeping*: Accurate and up-to-date documentation of signed required forms, journals, and evaluations, specific to the work experience of the student must be maintained. Records an employer may keep on file include a student's job application, attendance record, self evaluations, resume, and parent's contact information.

DRAFT - For Public Comment

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. In some schools, CTSO participation may be required.

Cooperative Education teachers must be certified with a Cooperative Education, K-12 Endorsement along with an appropriate CTE Certificate.

- [Cooperative Education, K-12 Endorsement form - https://cms.azed.gov/home/GetDocumentFile?id=58a22b861130c2091cf212d1](https://cms.azed.gov/home/GetDocumentFile?id=58a22b861130c2091cf212d1)
- [Career and Technical Education Certification Requirements](http://www.azed.gov/educator-certification/forms-and-information/certificates/) (Scroll down to Career and Technical Education) - <http://www.azed.gov/educator-certification/forms-and-information/certificates/>

Cooperative education nurtures a relationship between the business community and the school district. This relationship, established through the efforts of the Co-op teacher, can result in businesses' support of the program and the district. This often involves working with current advisory committees and may include donation of equipment and partnership opportunities.

The fundamental purposes of cooperative education are to provide opportunities for students to learn under real-life work conditions. This allows them to develop a hands-on knowledge of occupational standards, professional workplace skills and attitudes, technical skills that are needed to be successful in that field. The student and teacher/coordinator work collaboratively to select the place of employment that will provide and coordinate occupational experiences. Cooperative education provides students with an opportunity observe "high skill, high wage, or high demand", career areas first-hand and to graduate as individuals who have adjusted to the world of work.

Steps in Planning a Cooperative Education Program

- The student must be a concentrator of an Approved CTE Program on the most current Arizona CTE Program List or an Approved Proposed Local Occupational Program.
- If the Cooperative Education program is for credit, the course must be listed in the school catalog and on the CTE Program Course Sequence
- The school arranges with the employer for on-the-job training utilizing the WBL training agreement and training plan.
- The school coordinates the training during the on-the-job phases of instruction.
- Credit is granted for the cooperative education as approved by the local school district.
- The parent or guardian agrees to accept responsibility for the student's safety and conduct while traveling to and from school, place of employment, and home.
- Each worksite/student must be visited periodically to check the student's progress, attendance, appropriate work assignments, and safety.
- The WBL teacher/coordinator will visit the employer's site prior to sending students to ensure that the proper safety and training conditions exist.
- A training agreement and training plan must be on file for each student.
- An employer evaluation report must be on file for each student.
- A student co-op experience evaluation must be on file for each student to describe their experience in the co-op.

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.

Diversified Cooperative Education teachers must be certified with a Cooperative Education, K-12 Endorsement along with an appropriate CTE Certificate.

- [Cooperative Education, K-12 Endorsement form - https://cms.azed.gov/home/GetDocumentFile?id=58a22b861130c2091cf212d1](https://cms.azed.gov/home/GetDocumentFile?id=58a22b861130c2091cf212d1)

- [Career and Technical Education Certification Requirements](http://www.azed.gov/educator-certification/forms-and-information/certificates/) (Scroll down to Career and Technical Education) - <http://www.azed.gov/educator-certification/forms-and-information/certificates/>

Healthcare – Clinicals

Structured clinicals are regarded as the heart of Health Careers Education, providing students with the opportunity to apply classroom learning to real situations and to develop core competencies needed to make the transition from the classroom to the workplace. Clinicals are based on observation and care of patients at different stages of medical practice. These experiences place students in a variety of healthcare settings so they may better understand the scope of the profession and healthcare needs. Like cooperative education, clinicals are closely supervised and may require a significant number of offsite hours. This experience uses written training agreements to outline what students are expected to learn. Strong emphasis is placed on coordination and integration between the clinicals site and classroom learning. Credit hours, outcomes, and levels of intensity vary depending on the course of study.

- **Identification of Potential Clinical Sites**– The first step in setting up a clinical experience is finding individuals and organizations willing to take on the responsibility of working with a student, and those individuals that are approved by the appropriate medical state agency as an approved clinical site. If the clinical site is at a local college or medical provider facility, and Interagency Agreement (IGA) may need to be in place. Make sure to contact your district’s legal team for details and documentation.
- **Preparation of Students for Clinicals** – Students need to be thoroughly prepared before embarking on a clinical experience. Preparation includes classwork that focuses on research, career exploration, and skills that will be applied at the clinical site. Practical concerns must be addressed as well. Many districts provide students with a clinicals handbook that includes the following:
 - **Clinical agreements**: These agreements should include the purpose of the clinical experience and an outline of the clinical site supervisor’s and the student’s responsibilities.
 - **Dress and behavior expectations**: Remind students that they are representing the program, the school, and themselves at a clinical site. The teacher/coordinator should be aware of the dress code at each clinical site and discuss appropriate attire with the student. Students must be informed about sexual harassment issues.
 - **Checklist**: Give students a checklist that includes everything they need to do to prepare for clinicals. These may include preparing a résumé, developing objectives, contacting employers, arranging schedules and transportation, and doing background research.
 - **Evaluation materials**: Students will be evaluated by their clinical site supervisors throughout the experience. Students should be provided with a copy of evaluation forms and encouraged to become familiar with it to enable them to understand how they are being appraised. Ask students to evaluate their clinical experience, as well. Student evaluations of the program are helpful to ongoing program improvement.
- **Overview of legal responsibilities** – Clinical site supervisors need to be aware of legal issues related to a work-based learning experience. These include safety, child labor, discrimination, and sexual harassment laws. The WBL coordinator must ensure that clinical site supervisors understand their legal responsibilities and potential liabilities in advance.
- **Record Keeping**: Accurate and up-to-date documentation of signed required forms, journals, and evaluations specific to the work experience of the student must be maintained. Records an employer may keep on file include: a student’s job application, attendance record, self-evaluations, resume, and parent’s contact information.

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. An SAE program consists of planned activities conducted outside of class time and are designed to gain hands-on experience and develop skills in agricultural career areas that interest the student.

SAE rewards include:

- Provides an opportunity to explore careers.
- May earn money.

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- Improves communication skills in a variety of situations.
- Develops management skills.
- Earns FFA Proficiency Awards and advanced FFA degrees.

Types of SAEs:

- *Exploratory.* Experiencing the big picture of agriculture and its many related careers. This type of program is great for beginning students and those who are uncertain about their interests.
- *Research/Experimentation.* An SAE where the student conducts research using the scientific process. Agriculture is a science-based industry and there are limitless opportunities for research-based SAEs.
- *Placement/Internship.* Work either for pay or for the experience. These SAEs may be in agribusinesses, school labs, farms and ranches, or in community facilities.
- *Ownership/Entrepreneurship.* This SAE makes the student a business owner. The student owns and operates an agriculturally related enterprise or business. Examples include producing and marketing livestock, crops, nursery plants or forest products, providing a service such as lawn care, processing agricultural products, repair, design, or fabricating agriculturally related equipment.

Some additional requirements to the SAE include:

- *Supplementary Activities.* A specific skill learned outside of normal class time that contributes to the agriculture skills and knowledge obtained by the student.
- *Improvement Activities.* A series of learning activities that improve the efficiency, value, use, or appearance of the place of employment, home, school, or community.

Reference material: [National FFA Organization, Supervised Agricultural Experiences - https://www.ffa.org/about/supervised-agricultural-experiences](https://www.ffa.org/about/supervised-agricultural-experiences)

Registered Apprenticeships

Registered Apprenticeship is a voluntary industry-driven system for careers requiring a range of high-level skills, and is full-time, paid employment. It includes technical skills training with built-in career placement. Individual business, employer associations, or labor-management organizations may offer Registered Apprenticeships. On-the-job training and related technical instruction are both vital elements required for a Registered Apprenticeship program. A skilled mentor/journey worker is required to oversee and train the apprentice.

The Department of Economic Security (DES) Apprenticeship Office creates, develops, and monitors registered apprenticeship programs in Arizona. The program is an ideal opportunity for employees who have limited work experience or who are transitioning to a new vocation and want to earn a steady income while they learn a sustainable trade. These working opportunities combine at least 2,000 hours of on-the-job-training with a minimum of 144 hours of classroom instruction. It requires an employer-employee relationship in which training programs take 1-6 years and most programs are 3-4 years long.

<https://des.az.gov/services/employment/apprenticeship>

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. They are managed and operated by students as hands-on learning laboratories providing realistic and practical learning experiences that reinforce classroom instruction. SBEs can sell to consumers through a permanent location, a mobile kiosk, or through e-commerce school stores. Products may include spirit wear, food and beverage items, school supplies, signs and banners, and more. Other SBEs provide services such as creative design, advertising sales, full service catering, restaurants, banks, and radio stations, etc.

School-Based Enterprises are effective educational tools to help prepare students for the transition from school to work or careers. For many students, they provide their first work experience. For others, they provide an opportunity to build management, leadership skills, and career exploration. The SBE should be designed to lead a student to a productive career. The school programs of study must provide the skill development needed to become successfully prepared for the world of work or career.

Large scale endeavors will require the input and assistance from teachers and administrators to be successful. The

SBE must be oriented toward and run by students. Teachers serve as advisors but not chief executive officers. Some operate like regular small businesses, letting students apply the academic and CTE skills developed in the program. Students gain experience in entrepreneurship, accounting, budgeting, cash-flow management, marketing, inventory control, and business and industry related technical skills. Students in SBEs experience professional work skills in problem solving, communication, interpersonal relations, and learning how to learn in the context of work.

Steps to Develop an SBE:

1. Assess and define the product or service through research
 - Student and teacher interest
 - Possible ventures
 - Decide and commit.
2. Build the Support of Key People
 - Teachers
 - Students
 - Administrators
 - Parents
 - Advisory Committee
3. Develop a Written Business Plan
 - [U.S. Small Business Administration: Write your business plan – https://www.sba.gov/business-guide/plan/write-your-business-plan-template](https://www.sba.gov/business-guide/plan/write-your-business-plan-template)
4. Establish a Structure for the SBE
 - Basic organization
 - Curriculum/Training
 - Scheduling
 - Facilities, equipment, and supplies
 - Finances
 - Delivery of products/services
5. Implement production, services, and strategic planning
 - Equipment and supplies
 - Workforce and their roles
 - Sales and marketing strategies
 - Maintain budgets
 - Maintain inventory
 - Sales forecast

Scenario and Simulations Based on Business, Industry, and Program Standards

Work Based Learning can occur in the classroom with scenario-based simulations. Students work both independently and in teams to apply problem solving and decision-making skills while developing new products, providing patient care, completing customer orders, etc. In many cases, the students can complete scenario-based simulations from a variety of CTE programs on campus such as welding, construction, media, cosmetology, medical assisting, and more. This delivery method of Work Based Learning is providing direct experience with industry standards and using learned technical skills while in the classroom. This delivery method also validates the skills and purchase of industry equipment on campus.

Examples:

- A construction program may build sheds and sell them to the public.
- Media production may be asked to produce sports videos for the various school teams and sell a compilation CD at the end of the season.
- Programs such as Medical Laboratory, Cosmetology, and Massage may schedule “fee-based/open to the public” working days as part of their program.

Elements to be considered:

- Adequate class time to complete projects/simulation.
- Sufficient space to encourage flexible work activities.
- Access to technology including industry standard equipment.
- Instructional materials, supplies, and tools.
- Teacher professional development activities (to update industry skills and classroom management).
- Possible interdisciplinary projects and team teaching.

Service-Learning Project:

Service-Learning Project experiences enable students to learn and apply CTE Program Standards, technical, social, and personal skills to improve the community, continue individual growth. They also develop a lifelong ethic of service. During a service-learning experience, students identify an interest and a community need and then develop and complete a project. Students complete structured activities before, during and after the experience to reflect and self-assess. The National Youth Leadership Council (NYLC) established eight standards for service learning:

1. **Meaningful Service:** Service learning actively engages participants in meaningful and personally relevant service activities.
2. **Link to Curriculum:** Service learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.
3. **Reflection:** Service learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.
4. **Diversity:** Service learning promotes understanding of diversity and mutual respect among all participants.
5. **Youth Voice:** Service learning provides youth with a strong voice in planning, implementing and evaluating service-learning experiences with guidance from adults.
6. **Partnerships:** Service-learning partnerships are collaborative, mutually beneficial and address community needs.
7. **Progress Monitoring:** Service learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals and uses results for improvement and sustainability.
8. **Duration and Intensity:** Service learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Service-Learning Projects

Steps for the Service-Learning Coordinator

- Review career assessment results.
- Identify interested and qualified students.
- Cultivate community partnerships to help secure contacts for students.
- Orient student to expectations, including safety requirements (e.g., personal protective equipment).
- Work with students to develop a project framework.
- Confirm logistics, including transportation for students, parent/guardian permission and emergency contact information.
- Encourage students to share information regarding supports and accommodations needed to be successful in the workplace so that any community partners may be aware of student needs (e.g., health issues or dietary restrictions).
- Finalize each student's Service-Learning Project Plan with the student, parent/guardian and employer.

Steps for the Student

- Planning and Implementation

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- Identify an area of interest.
- Define a community need.
- Establish community contacts.
- Get a preapproval of the project.

- Research
 - Conduct academic research.
 - Identify experts in the field.
 - Become familiar with relevant local, state, and federal ordinances, codes, and laws.
 - Organize findings and data.
 - Review research with WBL and Service-Learning coordinator (and project partner, if applicable).

- Proposal Development
 - Define the project (who, what, when, where, and how).
 - Follow written standards and expectations.
 - Define project resources.
 - Create a project timeline.
 - Receive approval from project partner, if applicable.

- Approval and Permission
 - Present proposal for approval.
 - Edit as needed.
 - Obtain permissions or permits.

Source: [NYLC](#)

Summer School Internship:

Districts and schools may choose to provide summer school internships and is a local decision to do so. ADM requirements must be met. For College and Career Readiness Indicator points, the 120-hour requirements will apply. The Summer School Internship model will require the same steps and documentation as a school year internship.

College and Career Readiness Indicator point Qualifications for WBL

From the State Board of Education College and Career Readiness Indicator Requirements, a well-defined Work Based Learning experience of at least 120 hours must be in place. To meet these requirements, below is a list of recommendations for your WBL Experience descriptions:

- Complete a WBL Experience with documented time of 120 hours.
- Complete all documentation required regarding:
 - Parent or guardian agrees to accept responsibility for the student's safety and conduct while traveling to and from school, place of employment, and home.
 - The WBL teacher/coordinator will visit the WBL site prior to sending students to ensure that the proper safety and training conditions exist.
 - Each WBL site must be visited periodically to check the student's progress, attendance, appropriate work assignments, and safety.
 - A training agreement and training plan must be on file.
 - An employer/supervisor evaluation report must be on file.
 - A student evaluation of their WBL experience must be on file.

*Example documents for these requirements are in the Resources section of this guide.

Section 3: Roles in Work-Based Learning

The success of a WBL experience depends on the involvement and commitment of all the following participants.

<u>Worksite</u>	<u>Home</u>	<u>School</u>
Students	Students	Students
Employers	Parent(s)/Guardian(s)	Teachers
Co-workers		WBL Coordinators
		Counselors
		Administrators

Responsibilities of a WBL Student

WBL experiences require a high level of active involvement by the individual student. Compared with traditional academic classes, the learning process depends on a higher level of interactivity and participation by the student. Although under the supervision of a school coordinator, learning experiences are often carried out independently by the student. Thus, it is particularly important that each student be as fully prepared as possible before entering a WBL experience. This includes the development of a clearly communicated and documented system of accountability for all activities. Specifically:

- Goals are established for the overall program and for the individual student.
- Activities are carefully planned and integrated into the curriculum.
- Student and work-based learning experience are carefully matched.
- Students understand the expectations for business behavior.
- Anticipated learning outcomes are documented, and students held accountable for achieving these expectations.
- Appropriate access is granted for the student.

All parties must be prepared to discuss productivity, compensation, and learning. Each party must agree to the experience. The minimum length of the experience should be negotiated in advance to ensure that the employer will recover some of the training costs associated with participation and to discourage impulsive terminations. Such agreements detail the student's responsibilities and discourage changes based on short-term compensation or minor personality conflicts. The student should recognize that any WBL experience can be a life-changing opportunity.

Student Benefits:

- Apply program standards and technical skills.
- Build confidence.
- Improve judgment and decision-making skills.
- Understand the politics and expectations of the work environment.
- Gain a reference for future employment.
- Be motivated to stay in school, encouraging completion of secondary education and enrollment in postsecondary education.

Student Roles:

- Collaboratively develop goals/objectives.
- Make satisfactory academic progress.
- Inform their coordinator of any problems that occur at the worksite.
- Be on time and display professional conduct at the worksite.
- Complete assignments, evaluations, forms, and other activities required by the coordinator or worksite.

Responsibilities of the WBL Coordinator (Coop, DCE, Internships)

The planning and management of the experience is critical to the success of the work-based learning. Successful planning and management of a WBL program must include:

- Selection of training site – It is the role of the coordinating teacher to identify appropriate types of locations, jobs, and companies for student learners and to develop a formal, written, training agreement that clearly documents both the training sites and the school's commitment to the WBL experience.
- Identification of sponsor – The coordinating teacher works with the appropriate management personnel to identify a specific individual who will serve as the student's training sponsor/mentor at the worksite.
- Agreement on learning outcomes – A carefully documented training agreement and training plan must be used to clarify learning expectations and to facilitate the scheduling of specific activities and work-based assignments to include experience not typical of most teen jobs. The coordinating teacher and

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- sponsor/mentor must identify clear expectations for student learning over the agreed upon period.
- Regular worksite visits – The frequency of the visits will vary with each situation but, ideally, the coordinating teacher should plan to visit:
 - Once a week during the first and second weeks of employment.
 - Once every two weeks during the next six to ten weeks of employment.
 - Once a month for the duration of the experience.
 - On demand, as necessary, to mediate performance problems and to ensure adherence to the training agreement and training plan.
- Required Documentation:
 - Detailed description of the WBL experience. WBL opportunity must be available to ALL CTE students
 - Training agreement (include District-mandated permission slips if required by District.)
 - Training plan with clear program specific goals
 - Wage and/or hour report (hours if not paid)
 - Journal/Diary
- Other Documentation suggestions:
 - Visitation notes/reports
 - Employer evaluation reports

Worksite Visit:

To protect the teacher and the school from liability, worksite visits should be planned with the employer's consent and needs in mind. It is necessary to have the teacher visit the student at the worksite to ensure that training agreements and plans are being followed and that the workplace remains safe. Each visit should address some, or all, of the following:

- Observe the student.
- Confirm parties' responsibilities and skills.
- Check safety conditions.
- Validate work hours and assist in negotiation of future schedules.
- Evaluate student performance on assigned responsibilities.
- Check that duties and tasks are aligned to the agreed-upon training plan.
- Assure compliance of laws.
- Assist in negotiation of rewards and/or disciplinary actions.
- Discuss additional opportunities for involvement in the program.
- Make a courtesy call on senior management.

Liability Concerns

Work with your district's attorneys as they know your school/district policies regarding student safety, security, legal obligations, and responsibilities. Some schools use The Trust to provide property and liability coverages or related services. <https://www.southwest-trust.org/Home/AboutUs>.

The experience uses training agreements and training plans to outline what students are expected to learn and demonstrate at the worksite. The training agreements and training plans emphasize what training partners are expected to provide along, and outlines the coordination of, and integration between, the worksite and the classroom. It is essential that all parties become knowledgeable about laws governing students between the ages of 16 and 17 in the workplace. See these links for more information:

- <https://www.minimum-wage.org/arizona>
- <https://www.youthrules.gov/>
- DOL Department of Labor Wage and Hour Division - <https://www.dol.gov/whd/>
- Labor laws <https://www.azica.gov/labor-youth-employment-hours-restrictions>

Every contract/agreement used for WBL student participation must state that there is a safe working environment including protection from discrimination and sexual harassment. The contract/agreement must also contain a statement that the school has the right to immediately terminate the student in WBL if there is a breach of stipulated obligations.

Responsibilities of the District as the Facilitator of WBL

An effective work-based learning program must be a school or district initiative rather than the domain of a single individual. The best programs involve coordinators, teachers, and counselors and have the active support of the administration. For maximum impact, school administrators must be willing to minimize policy and regulatory impediments, take appropriate risks, support career guidance, provide planning and coordination time, facilitate partnerships throughout the community, and encourage the involvement of all students and their parents.

School Benefits:

- Expands curriculum and learning facilities.
- Provides access to state-of-the-art techniques and technology.
- Enhances the ability to meet the needs of diverse student populations.
- Promotes faculty interaction with the community.
- Contributes to staff development.
- Makes education more relevant and valuable for students.
- Encourages a cross-discipline dialogue regarding learning outcomes.

Responsibilities of Businesses Participating in WBL

The best partnerships require planning, commitment, energy, and patience. They require serious focus and defined purpose. Partnerships are worth the effort, but they require an understanding of the different business and industry cultures including perception and valuation of time, measures of success, comfort with the work/school environment, planning/management skills, market orientation, scheduling priorities, reward structure, and an understanding of working with youth.

Business Benefits:

- Creates a pool of skilled and motivated potential employees.
- Enables organizations to develop new projects with student assistance.
- Opens the door to involvement in curriculum development.
- Provides developmental opportunities for current workforce.
- Offers opportunities to provide community service.
- Industry experience and current demands into the working classroom.

Business Role:

- Co-create a training agreement and training plan.
- Interview students.
- Sign and abide by agreements/forms.
- Facilitate the student's exposure to all aspects of the field.
- Orient the student to the worksite with information about business operations, performance expectations, administrative policies, and job-specific training.
- Assist the student in his/her efforts to accomplish personal and professional goals.
- Meet with the WBL coordinator during the duration of the student's WBL experience to assess the student's progress and address problems that arise.
- Complete formal evaluations of the student's work and the work-based learning process.

Responsibilities of Parents in WBL

Parents remain the number one influence on young people. Therefore, if a work-based program is to reach all students, parents must recognize its value to their own children and be willing to encourage participation. Since many work-based experiences occur off school premises or outside of normal school hours, parents must be willing to assume a portion of the responsibility for their children's participation, including risks associated with transportation and indirectly monitored activities.

Parents Role:

- Encourage students to have good attendance at the worksite.
- Be involved and informed about the progress of their student's work experience program.
- Provide transportation, as needed, to allow the student to work off the school premises.
- Discuss work challenges with the student; encourage students to set and work toward obtainable goals.
- Value and encourage continuing education with purpose.
- Parents will not always be involved in scenario or in class simulation based WBL

How Work-Based Learning Can Positively Affect Community

Work-Based Learning that is developed locally within the context of the community can be a great tool for building positive community growth. Building an effective communication strategy is essential in the development. Common outcomes of building this strategy for nearly any school/business community include:

- Creation of an environment of collaboration and cooperation.
- Encouragement of respect and tolerance between different groups.
- Building the foundation for a more productive economy
- Building confidence in the school system.

ADE WBL Achievement Certificate:

To qualify for the ADE Work Based Learning Certificate, a student must complete the following requirements:

- The student must be a concentrator of an Approved CTE Program on the most current Arizona CTE Program List or an Approved Proposed Local Occupational Program.
- Complete a WBL Experience with time of 120 hours.
- CTE Program Teacher Letter of Recommendation
- For internships, coop, diversified coop, SBE, SAE and healthcare clinicals, complete all documentation required regarding:
 - Parent or guardian agrees to accept responsibility for the student's safety and conduct while traveling to and from school, place of employment, WBL site and home.
 - The WBL teacher/coordinator will visit the employer's site prior to sending students to ensure that the proper safety and training conditions exist.
 - Each WBL site/student must be visited periodically to check the student's progress, attendance, appropriate work assignments, and safety.
 - A training agreement and training plan must be on file.
 - An employer/WBL experience evaluation report must be on file.
 - A student WBL experience evaluation must be on file.

Resources for Work-Based Learning

The following resources are available to assist Districts, Schools, and Teachers with Work Based Learning planning. These resources are intended to give suggestions, supply sample forms, and assist with clarification of requirements. If a specific situation arises that is not listed below, and more information is needed, please contact an ADE CTE Program Specialist and the ADE CTE Program Services Director.

Work Based Learning Examples by Program Area

Program	Work-Based Learning Example
<p>Agriculture and Welding:</p>	<ul style="list-style-type: none"> • Buy and show a calf at fairs. • Provide a kennel-cleaning service. • Provide equine-training services. • Manage school greenhouse. • Construct and sell game feeders. • Operate a poultry litter clean-out service. • Stock and maintain fish populations in ponds. • Raise wild game fowl for sale to local hunters. • Work for animal veterinarians Clinic • Students go to Animal Control to assist with a variety of procedures. • School lab on-site health check clinics for community. • Work as a produce manager in a grocery store • Operate a lawn maintenance/mowing service. • Grow flowers for sale at a local farmers' market. • Start your own spraying business. • Start a custom spraying service that utilizes GPS. • Collect wild mushrooms and sell to local vendors • Sell picked vegetables. • Design, build and sell lawn ornaments. • Map fields, woods, etc. for producers using GPS and GIS • Start a leaf collection service in the fall and sell mulch in the spring. • Work in a welding shop • Weld for Community Projects
<p>Business and Marketing, Communication Media Technologies</p>	<ul style="list-style-type: none"> • School store: students sell candy items, snacks, school swag like T-shirts, lanyards. • District-approved snack and beverage cart/kiosk • Simple tax form preparation assistance for school/district stakeholders and community members • School-based/located credit union. • District business/finance offices intern. • School-based production of animated films and "shorts." • Student publications-yearbook, newspaper, online blog, etc. • Community publications – produces a weekly printed newspaper that is delivered to local-area restaurants and other community locations. • Student portraits for IDs, yearbook, etc. • Holiday/family portraits for school/district stakeholders and community members. • Designs and manufactures apparel for local schools, clubs, sports teams, and some small nonprofit organizations. • On-demand design and print services—posters, signs, banners, flyers, programs, stickers, t-shirts, etc.

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	<ul style="list-style-type: none"> • Student broadcasts—daily/weekly broadcasts (via local network or online) of school-related news and sporting events and topics • Community broadcasts—regularly-scheduled broadcasts (via community TV channel or online) of school- and community-related news. • Live video recording, production, and distribution/broadcast of school- and community-based events. • On-demand design services—posters, signs, banners, flyers, programs, t-shirts, Websites, logos, brand artifacts, etc. • Local radio station. • Studio recording, production, marketing, and distribution of professional-grade music recordings/CDs/online tracks (Arcadia, Lake Havasu, and others). • Live audio recording, production, and distribution /broadcast of school- and community-based events.
Construction Technologies and Stagecraft	<ul style="list-style-type: none"> • Design buildings and landscapes • Build cabinets, baseball bats, bowls, comm. table boards, furniture, stain, and paint furniture. • Build tables, displays, electrical boards, derby cars, culinary boards, • Frame walls with contractor order. • Hang drywall with contractor order. • Paint walls with contractor order. • Maintain school facilities. • Install plumbing fixtures. • Lay block with contractor order. • Install fencing with order. • Renovate school stables. • Build and sell sheds. • Trouble shoot HVAC systems. • Build and design displays. • Put on stage shows. • Install stage lighting and design sets. • Create costumes, maintain, and update stage and equipment.
Education and Training	<ul style="list-style-type: none"> • Daycare student workers before their school day or after their day • Designing and presenting lessons • Internship at local elementary school • Infant simulators
Engineering Sciences, Information Technologies	<ul style="list-style-type: none"> • Student-run business in a fully functional IT school lab, troubleshooting and repairs on computers, laptops, mobile devices, gaming consoles, network devices, and servers. • Repair and perform maintenance on one-to-one devices owned by district
Family and Consumer Sciences	<ul style="list-style-type: none"> • Catering Services • Coffee/tea service/shop • Food Pantry • Dining service/ café

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	<ul style="list-style-type: none"> • Industry internship • Community Projects • Culinary/baking competitions • Online simulations- Hotel Protocol, FOH/BOH, restaurant scenarios • Travel & Tourism Planning- create a brochure and/or itinerary. • Design and/or make theatre costumes or other garments. • Internship w/ Fashion Design & Merchandising partner • Students perform Fashion Show along with CTE Expo • Mock Designing for clients (scenarios) • Design and/or make elements of interior for theatre sets. • Internship w/ Interior Design partner • Renovations & Design Change
<p>Health Science Technologies and Cosmetology</p>	<ul style="list-style-type: none"> • Student participates in healthcare scenario made by instructor to complete tasks. • Bioscience Online simulations • Model kits with a university program or industry partner with labs and lab journal/google portfolio • Career College Portfolio • Healthcare work based projects • Healthcare work based internships • Working in a dental office • Assisting at a dental clinic event • Participating in dental care education for children and adults • Vital Signs clinics • Athletic Physicals/Clinics • Before, during, and after the game, students work the athletic events. • Students do Clinicals in hospitals and nursing homes. • Massage clinic offering services to the public. • Students work in salon or barbershop • Students apply cosmetology skills to customers.
<p>Public Service Careers, Transportation Technologies</p>	<ul style="list-style-type: none"> • students can practice what they learn in a real-world setting using live cars to mirror repairs made in local body shops. • participate in the day-to-day life of working at a real body shop. • Fire service simulation and training in facilities used for actual academies. • Train in facilities used for academies

Websites, Resources:

Arizona Curfew Laws

<http://lawforkids.org/curfew>

Arizona Department of Education Cooperative Education, K-12 Endorsement

<https://cms.azed.gov/home/GetDocumentFile?id=58a22b861130c2091cf212d1>

Arizona Department of Economic Security - Apprenticeship programs

<https://des.az.gov/services/employment/apprenticeship-home>

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Arizona Minimum Wage

<https://www.minimum-wage.org/arizona>

Arizona State Constitution of Child Labor Laws

<http://www.azleg.gov/viewDocument/?docName=http://www.azleg.gov/const/18/2.htm>

Arizona State Office of Economic Opportunity

<https://oeo.az.gov/>

Federal Government Youth Workers and the Law

<https://www.youthrules.gov/>

Industrial Commission of Arizona

<https://www.azica.gov/>

Linked Learning Alliance Work-Based Learning Continuum

<https://d985fra41m798.cloudfront.net/resources/LLA-WBLConitnuum.pdf?mtime=20211018124137&focal=none>

National FFA Organization - Supervised Agricultural Experiences

<https://www.ffa.org/about/supervised-agricultural-experiences>

SBA Writing a Business Plan

<http://www.sba.gov/writing-business-plan>

Youth Rules Work-based Learning Videos

<https://www.youthrules.gov/share/teens-saying/index.htm>

**US Equal Employment Opportunity and Commission
Youth@Work Video and Manuals**

<https://www.eeoc.gov/youth/classroom.html>

The Youth@Work video explores discrimination and harassment based on race, skin color, religion, sex (including pregnancy), national origin, age and disability. The video also addresses retaliation.

Sample Forms

Below is a list of sample forms that can be used in your Work Based Learning Programs. Please be advised these are samples that need to be reviewed by your legal counsel and board for adopted use.

- Work Based Learning Training Agreement Form
- Parent Private Vehicle Consent Form
- Work-Based Learning Project Assignment Form
- Electronic Portfolio Waiver Release
- Confidentiality Agreement Form
- Insurance Letter Example
- Training Plan
- WBL Internship Handbook Example #1 (Includes Training agreement, Training Plan, and Journal Prompts)
- WBL Internship Handbook Example #2 (Includes Training agreement, Training Plan, Hour/Wage Report, and Journal Prompts)
- Healthcare Clinicals Standard Facility Agreement Example
- Non-Medical Standard Facility Agreement Example

Work Based Learning Training Agreement

Please select one: Clinical Cooperative Education Internship (CTE, FTA, etc.)
 Other:

Student-Learner Name _____

Date of Birth _____ Age _____

Mailing Address _____ Home Phone _____

City _____ Zip Code _____ Cell Phone _____

E-mail _____

Business Partner Employer-Mentor _____

Business Partner Company _____

Business Partner Phone _____ E-Mail _____

For the Work-Based Learning Program to be fully effective, it is mandatory that certain rules and regulations be followed. The student, his/her Parent/Guardian, the Teacher-Coordinator and the Business Partner Employer- Mentor must agree to fulfill the following responsibilities.

Student-Learner recognizes that the Work Based Learning experiences will contribute to his/her career objectives and agrees to the following:

1. Understands there is no guaranteed or assigned workplace.
2. Accepts responsibility for providing transportation to and from the workplace.
3. Abide by the rules, regulations, policies and procedures of the workplace, the School District, and the Work-Based Learning Program.
4. Understands that once a position is accepted, a commitment has been made to the Business Partner Employer-Mentor. It is expected that the student-learner will be at the Business Partner Company for the length of the Work-Based Learning.
5. Responsible to be at the workplace every scheduled day at the appointed time.
6. Follow the directions of the Business Partner Employer/Mentor.
7. Do nothing intentionally to disrupt the normal routine of the workplace.
8. Exercise confidentiality and respect with regard to information gained at Business Partner Company and Business Partner staff with regard to the Work-Based Learning program, teacher-coordinator, or student-learner.
9. Be prompt and accurate in completing all required assignments, forms and reports for the Work-Based Learning program, the teacher-coordinator, and the Business Partner Employer-Mentor.

10. Agrees to demonstrate courtesy, a cooperative attitude, appropriate dress, and a willingness to learn. Behavior to the contrary may lead to dismissal from the Work-Based Learning Program and/or the Business Partner Company.
11. Understands that any breach of trust, professionalism or ethical behavior (i.e. any evidence of dishonesty with money, merchandise, time or effort) may result in dismissal from the Work-Based Learning Program and/or the workplace.
12. Agrees to communicate with the Business Partner Employer-Mentor and the Teacher-Coordinator at all times.

The Parent/Guardian agrees to:

1. Commit to support the student, Business Partner Employer/Mentor, and Work-Based Learning Program.
2. Participation of the student-learner in the Work Based Learning Program and will encourage the student-learner to effectively carry out duties and responsibilities both in the classroom and at the training site.
3. Contact the Teacher-Coordinator regarding all questions/concerns pertaining to the Business Partner Mentor experience.

The Business Partner Employer-Mentor agrees to:

1. Abide by Federal, State, and Local regulations regarding employment, job duties and the provisions of an equal opportunity employer.
2. Understand and enforce Child Labor Laws (DOL 579.50 subpart E) regarding occupations particularly for the employment of minors between the ages of 16 and 18 of age order, and the exceptions to the order for non-agricultural work.
3. The work of the student-learner in the occupation declared particularly hazardous shall be incidental to the training and such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person.
4. Provide applicable general safety guidelines to the work environment.
5. Understanding the status of the student while in training shall be that of student-learner; however, work standards expected of the student-learner will be the same as those expected of other beginning workers.
6. Function as a training site and as such an employer-mentor will be assigned to the student-learner. This employer-mentor will be allowed time to work with the student-learner so that this Work-Based Learning will be a viable educational experience.
7. Provide a variety of related experiences for the student-learner consistent with his or her career/occupational competencies.
8. Follow the training plan (a schedule of organized and progressive work experiences) to be performed at the training site.
9. Understand that once a position is accepted, a commitment has been made to the student-learner. It is expected that the student-learner will be at the Business Partner Company for the duration of the Work-Based Learning unless a serious situation arises or prior arrangements have been made.
10. Exercise confidentiality in regard to information gained during the Work-Based Learning program.
11. Assist in the evaluation of the student-learner.
12. Contact the Teacher-Coordinator if any problems arise regarding the student-learner.
13. Work with Teacher-Coordinator to mutually agree to transfer or withdraw the student-learner when he/she deems such actions to be in the best interest of those concerned.

Teacher-Coordinator agrees to:

1. Ensure the enrollment of the student-learner is in a state-approved Career and Technical Education Work Based Learning Program.
2. Provide related classroom instruction, including safety instruction (especially for hazardous occupations), and make provisions for the student-learner to receive additional workplace readiness instruction.
3. Periodically observe the student-learner on the job and to visit with the Business Partner Employer-Mentor in order to aid in the student-learner's development.
4. Consult with the Business Partner Employer-Mentor in the evaluation of the student-learner.

By signing below each party agrees to the terms of this agreement and the rules, regulations, and provisions of the Work-Based Learning Program. Failure to comply with this agreement in whole or part, may result in the dismissal of the student from the Work-Based Learning program, disciplinary action, possible failure of course and/or loss of credit.

_____	_____	_____	_____
Student-Learner	Date	Parent/Guardian	Date
_____	_____	_____	_____
Business Partner Employer-Mentor	Date	Teacher-Coordinator	Date

Original to: Teacher-Coordinator; Copies to: Student-Learner, Parent/Guardian, Business Partner Employer-Mentor

Parent Private Vehicle Consent Form

We/I give my permission for my student, _____, to:

- drive his/her private vehicle from the high school
- drive himself/herself and other Interns from the high school
- ride with other Interns from the high school

I understand that the BLANK School District and BLANK Administration assumes no responsibility when a student travels in a private vehicle.

DRAFT - For Public Comment

Work-Based Learning Project Assignment

Student Name:	Student ID#
Project Area Advisor:	Internship Teacher:
Business Partner:	

Project Description and Objectives Give a brief description of the project with purpose, outcomes and time line

By signing below each party agrees to the terms of this agreement and the rules, regulations and provisions of the Work-Based Learning Program. Failure to comply with this agreement in whole or part, may result in the dismissal of the student from the Work Based Learning program, disciplinary action, possible failure of course and/or loss of credit.

.....
 Student Signature:

.....
 Parent Signature:

.....
 Project Area Advisor Signature:

.....
 Internship Teacher Signature:

.....
 Business Partner Signature:

.....
 Campus Administrator Signature:

**School District
Work-Based Learning
EXAMPLE OF Electronic Portfolio Waiver Release**

Purpose:

Over the past few months, our Internship Program has seen and recognized the need for advancing the use of Web 2.0 technologies in the classroom. Therefore, with clearance and permission from our district, we now have the opportunity to utilize an online tool for students to develop, publish, and share an online portfolio.

Here is the website we will use: www.visualcv.com

This site will afford internship students the opportunity to create an electronic on-line portfolio on Visual CV as part of a culminating assessment. Students will populate Visual CV with personal data needed for applying for and obtaining employment and/or internship experiences. Students will protect this data with a username and password. Students will grant access to potential employers and internship teacher (and parent if requested) by distributing access through e-mail.

By checking the appropriate box and signing below, I understand my child will create, revise and post personal information and portfolio requirements on an electronic on-line portfolio program using Visual CV.

If permission is not granted, the student will have the opportunity to construct a hard copy portfolio using a 3-ring binder.

- I give my son/daughter permission to use www.visualcv.com at school.
- I do not give my son/daughter permission to use www.visualcv.com at school.

Student-Learner Signature

Date

Student Learner (Print Name)

Date

Parent/Guardian Signature

Date

Parent/Guardian (Print Name)

Date

Work-Based Learning Confidentiality Agreement

I understand that I may have access to confidential patient/client information and confidential information about the business and financial interests of my employer (referred to as “Business Partner” in this Agreement). I understand that Confidential Information is protected in every form, such as written records and correspondence, oral communications, and computer programs and applications.

I agree to comply with all existing and future Business Partner policies and procedures to protect the confidentiality of Confidential Information. I agree not to use, copy, make notes regarding, remove, release, or disclose Confidential Information, unless it is permitted by the Business Partner policy.

I agree not to share or release any authentication code or device, password, key card, or identification badge to any other person, and I agree not to use or release anyone else’s authentication code or device, password, key card, or identification badge. I agree not to allow any other person to have access to the Business Partner’s information systems under my authentication code or device, password, key card, or identification badge. I agree to notify the appropriate administrator immediately if I become aware that another person has access to my authentication code or device, password, key card, or identification badge, or otherwise has unauthorized access to the Business Partner’s information system or records.

I agree that my obligations under this Agreement continue after my employment or my time as a volunteer/employee/intern ends.

I agree that, in the event I breach any provision of this Agreement, the Business Partner has the right to reprimand me or to suspend or terminate my employment or volunteer status with or without notice at the discretion of the Business Partner, and that I may be subject to penalties or liabilities under state or federal laws. I agree that, if the Business Partner prevails in any action to enforce this Agreement, the Business Partner will be entitled to collect its expenses, including reasonable attorney’s fees and court costs.

Business Partner – Internship Site

Company Name

Student

Date

Student (Print Name)

Date

If under 18 years of age, a parent or guardian’s signature is also required.

Parent/Guardian

Date

Parent/Guardian (Print Name)

Date

**Sample Unified School District
Internship Program**

Re: Student participation in Internship Program

Dear Business Partner:

High school students who attend the Blank Unified School District are under the same insurance coverage at your location as they are at school as long as the students are not being paid. We consider your workplace to be an extension of the classroom.

While students are covered with liability insurance, their only health insurance is that which their family carries. All students have been apprised of this situation.

Please contact me if you have any concerns.

Sincerely,

Official Signature Chief
Financial Officer Phone
number
Email address

--	--	--	--

Please note: Your goal is to complete at least 12 of the 15 competencies listed above – 80%.

<u>Business Partner Mentor-Employer Goals</u> <i>(Goals can include specific job functions or goals)</i>	<u>Goal Date</u>	<u>Date Achieved</u>	<u>Mentor's Initials</u>
Company philosophy and/or mission statement			
Company policy and procedures including attendance <i>(Who do I contact when I need to miss a day?)</i>			
Company safety standards			
Company hierarchy			
Company hiring and promotion process			

Identify with your mentor at least three other goals.

<u>Student-Learning Goals</u> <i>(Goals will include skill sets leading to career goal)</i>	<u>Goal Date</u>	<u>Date Achieved</u>	<u>Mentor's Initials</u>
To obtain a work-based learning experience in my career choice.			
To obtain mastery in 80% of my competencies.			
To complete the required hours for my work-based learning experience.			

Identify at least three other goals.

The Business Partner Employer-Mentor carries the responsibility to comply with all applicable federal and state laws. The Student-Learner is covered by (enter District insurance information here). The ENTER DISTRICT NAME HERE Work Based Learning Experience will not interfere with the schooling of the minors or with their health and well being. The work of the Student-Learner in the occupations declared particularly hazardous shall be incidental in his/her training; such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person, who has given prior instructions to the student-learner.

I have received and read a copy of my responsibilities and will abide by them:

Business Partner Employer-Mentor: _____ Date: _____

Student-Learner: _____ Date: _____

Teacher-Coordinator: _____ Date: _____

Original: Teacher-Coordinator; Copies to: Student-Learner, Business Partner Employer-Mentor

School OR DISTRICT LOGO HERE

EXAMPLE
Career and Technical Education
Work Based Learning Program
Internship Handbook #1
2024-2025

DRAFT - For Public Comment

CTE WBL Internship Handbook

1. CTE Internship FAQs
2. Work Based Learning (WBL)-Internship Student Information
3. WBL Training Agreement
4. WBL Training Plan
5. Transportation Agreement Form
6. Student Performance Evaluation
7. Student Diary/Journal Prompts
8. Visit Monitoring Checklist

DRAFT - For Public Comment

CTE Internship Packet

What is a CTE Internship?

A CTE Internship is a type of Work Based Learning (WBL) experience that allows students to develop their professional skills to enhance their employability. 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. This experience uses training agreements and plans to outline what students are expected to learn and demonstrate at the worksite.

Who is eligible to participate in the CTE Internship?

Students who are classified as seniors (12th grade) and at least 16 years of age are eligible to participate. Students in internships must have completed the second year course or be concurrently enrolled in the second year course. The CTE Internship must be directly related to the CTE program in which the credit is earned. Students must work at their internship a minimum of 60 documented hours per semester to earn ½ credit per semester (120 hours a year for 1 credit).

What records are required for each student?

Internship coordinator must have the following on file:

- *Student Application
- *Training Agreement
- *Training Plan
- *Wages/hour report
- *Visitation notes/reports
- *Employer/mentor evaluation reports
- *Journal/Diary

What are the responsibilities of the teachers assigned to supervise the CTE Intern?

- Maintain any valid CTE teaching certificate
- Comply with all labor laws
- Educate employers/mentors about program technical standards and the student learning objectives
- Identify, research, contact and develop safe industry-based student work sites
- Develop each student's Training Plan and Training Agreement and secure signatures
- Evaluate students in cooperation with employers/mentor
- Maintain appropriate work hours documentation
- Work collaboratively with CTE Program teachers
- Verify that student placements are in compliance with the program technical standards
- Ensure that all "registered" Internship students have placement within 4 weeks of the start of the school year.

What are the responsibilities of the Program Teacher?

The teacher must:

- Develop selection process to identify internship participants
- Work collaboratively with teacher assigned to supervise interns, if other than program teacher
- Verify that all student placements are in compliance with the program technical standards

Work Based Learning Student Information

Student Name:

Date of Birth:

Age:

Home Address:

City:

Zip Code:

Student Cell Phone: _

Student School E-mail:

Parent/Guardian Name:

Parent/Guardian Phone Number:

Program Placement Criteria Statements.

- **A WBL PLACEMENT IS A PRIVILEGE NOT A RIGHT.**
- A placed student will adhere to all state and federal laws pertaining to youth employment and exemptions.
- A placed student will adhere to all WBL site company rules, policies, and safety requirements while participating in the program.
- A placed student will adhere to all district/school WBL program paperwork requirements, including the timely submission of logs, safety forms, and work assignments (in class and worksite).
- A placed student will conduct themselves in a professional manner while at the worksite.
- A placed student will arrive on time and will contact immediately her/his WBL instructor/coordinator and WBL site supervisor if it is determined that a timely arrival or absence will occur.
- A placed student will secure her/his own transportation to the approved WBL site company location.
- A placed student may not be supervised by a company and/or site supervisor who is related to the student.

By signing this application I confirm that I will agree to the above placement criteria statements, and that I will complete and submit the following as part of the pre-placement requirements:

- Placement application questions
- A WBL placement reference letter (teacher, counselor, or current job supervisor)
- Employer/Mentor conducted interview (if requested)

Student Name: _____ Signature: _____ Date: _____

Parent/Guardian Name: _____ Signature: _____ Date: _____

Work Based Learning Student Information

Student Applicant Responses

1. My CTE Program of Study and/or Specialized Pathway. (Please be specific.)
2. By participating in an internship, I hope to... (complete the statement)
3. By participating in an internship, I believe it will impact my academic and career goals in the following manner... (complete the statement)
4. I believe that I will contribute to my internship worksite in the following ways.
5. What does Workplace professionalism mean to you? (Use complete sentences.)

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Work Based Learning Training Agreement

Student Name:

Date of Birth:

Age:

Home Address:

City:

Zip Code:

Parent Phone:

Cell Phone:

Student School E-mail:

Business Partner Employer-Mentor Name:

Business Partner Company:

Business Partner Phone:

E-Mail:

For the Work Based Learning Program to be fully effective, it is mandatory that certain rules and regulations be followed. The student, his/her Parent/Guardian, the Teacher-Coordinator and the Business Partner Employer-Mentor must agree to fulfill the following responsibilities.

Student/Learner recognizes that the Work Based Learning experiences will contribute to his/her career objectives and agrees to the following:

1. Understands there is no guaranteed or assigned workplace.
2. Accepts responsibility for providing transportation to and from the workplace.
3. Abide by the rules, regulations, policies and procedures of the workplace, the _____ High School District, and the Work Based Learning program.
4. Understands that once a position is accepted, a commitment has been made to the Business Partner Employer-Mentor. It is expected that the student-learner will be at the Business Partner Company for the length of the Work Based Learning.
5. Responsible to be at the workplace every scheduled day at the appointed time.
6. Follow the directions of the Business Partner Employer/Mentor.
7. Do nothing intentionally to disrupt the normal routine of the workplace.
8. Exercise confidentiality and respect with regard to information gained at Business Partner Company and Business Partner staff with regard to the Work Based Learning program, teacher-coordinator, or student-learner.
9. Be prompt and accurate in completing all required assignments, forms and reports for the Work Based Learning program, the teacher-coordinator, and the Business Partner Employer-Mentor.
10. Agree to demonstrate courtesy, a cooperative attitude, appropriate dress, and a willingness to learn. Behavior to the contrary may lead to dismissal from the Work Based Learning Program and/or the Business Partner Company.
11. Understands that any breach of trust, professionalism or ethical behavior (i.e. any evidence of dishonesty with money, merchandise, time or effort) may result in dismissal from the Work Based Learning Program and/or the workplace.
12. Agrees to communicate with the Business Partner Employer-Mentor and the Teacher-Coordinator at all times.

The Parent/Guardian agrees to:

1. Commit to support the student, Business Partner Employer/Mentor, and Work Based Learning Program.

Work Based Learning Training Agreement

2. Participation of the student-learner in the Work Based Learning Program and will encourage the student-learner to effectively carry out duties and responsibilities both in the classroom and at the training site.
3. Contact the Teacher-Coordinator regarding all questions/concerns pertaining to the Business Partner Mentor experience.
4. Accepts responsibility for providing transportation to and from the workplace.

The Employer/Mentor agrees to:

1. Abide by Federal, State, and Local regulations regarding employment, job duties and the provisions of an equal opportunity employer.
2. Understand and enforce Child Labor Laws (DOL 579.50 subpart E) regarding occupations particularly for the employment of minors between the ages of 16 and 18 of age order, and the exceptions to the order for non-agricultural work.
3. The work of the student-learner in the occupation declared particularly hazardous shall be incidental to the training and such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person.
4. Provide applicable general safety guidelines to the work environment.
5. Understanding the status of the student while in training shall be that of student-learner; however, work standards expected of the student-learner will be the same as those expected of other beginning workers.
6. Function as a training site and as such an employer-mentor will be assigned to the student-learner. This employer-mentor will be allowed time to work with the student-learner so that this Work Based Learning will be a viable educational experience.
7. Provide a variety of related experiences for the student-learner consistent with his or her career/occupational competencies.
8. Follow the training plan (a schedule of organized and progressive work experiences) to be performed at the training site.
9. Understand that once a position is accepted, a commitment has been made to the student-learner. It is expected that the student-learner will be at the Business Partner Company for the duration of the Work Based Learning unless a serious situation arises or prior arrangements have been made.
10. Exercise confidentiality in regard to information gained during the Work Based Learning program.
11. Assist in the evaluation of the student-learner.
12. Contact the Teacher-Coordinator if any problems arise regarding the student-learner.
13. Work with Teacher-Coordinator to mutually agree to transfer or withdraw the student-learner when he/she deems such actions to be in the best interest of those concerned.

Teacher/Coordinator agrees to:

1. Ensure the enrollment of the student-learner is in a state-approved Career and Technical Education Work Based Learning Program.
2. Provide related classroom instruction, including safety instruction (especially for hazardous occupations), and make provisions for the student-learner to receive additional workplace readiness instruction.
3. Periodically observe the student-learner on the job and to visit with the Business Partner Employer-Mentor in order to aid in the student-learner's development.
4. Consult with the Business Partner Employer-Mentor in the evaluation of the student-learner.

By signing below each party agrees to the terms of this agreement and the rules, regulations and provisions of the Work Based Learning Program. Failure to comply with this agreement in whole or part, may result in the dismissal of the student from the Work Based Learning program, disciplinary action, possible failure of course and/or loss of credit.

Work Based Learning Training Agreement

Student-Learner Date

Parent/Guardian Date

Business Partner Employer-Mentor Date

Teacher-Coordinator Date

Original: Teacher-Coordinator; Copies to: Student-Learner, Parent/Guardian, Business Partner Employer-Mentor

DRAFT - For Public Comment

Internship Training Plan

Purpose of the Training Plan:

The Training Plan is a mutually agreed upon guide among the Employer/Mentor, the Student and Teacher/Coordinator as the targeted progression of skills to be obtained by the Student on the training site by the conclusion of the CTE Internship experience. The minimal State Standards (including State Professional Standards and State CTE Program Standards) listed are to be addressed according to the agreed upon training plan. The student's career goal will be used as the focus for the development of the training plan. Progress checks will be conducted quarterly.

Student Name:

Employer/Mentor:

Employer/Mentor Company:

Teacher/Coordinator:

Student Career Goal #1: To obtain a CTE Internship experience in the field of my CTE program.

Student Career Goal #2:

CTE Program of Study:

CTE Program Courses **Complete** & Dates of Enrollment:

Course Name	Dates of Enrollment

CTE Program Courses in **Progress** & Dates of Enrollment:

Course Name	Dates of Enrollment

Internship Training Plan

<u>CTE Program Standards</u> Select the six CTE program standards that best relate to your internship responsibilities.	<u>Goal Date</u>	<u>Date Achieved</u>	<u>Employee Mentor Initials</u>

<u>Professional Standards</u>	<u>Goal Date</u>	<u>Date Achieved</u>	<u>Employer Mentor Initials</u>
Complex Communication – Employs complex communication skills in a manner that adds to organizational productivity			
Collaboration – Collaborates, in person and virtually, to complete tasks aimed at organizational goals.			
Thinking and Innovation – Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions			
Professionalism – Conducts oneself in a professional manner appropriate to organizational expectations			
Initiative and Self-Direction – Exercises initiative and self-direction			
Intergenerational Cross-Cultural Competence – Interacts effectively with different cultures and generations to achieve organizational mission, goals and objectives			
Organizational Culture – Functions effectively within an organizational culture			
Legal and Ethical Practices – Observes laws, rules and ethical practices			
Financial Practices – Applies knowledge of finances for the profitability and viability of the organization			

Internship Training Plan

<u>Employer/Mentor Goals</u>	<u>Goal Date</u>	<u>Date Achieved</u>	<u>Employee Mentor Initials</u>
Identify at least 3 goals with your employer/mentor. Goals can include specific job functions			
For example: Read company philosophy and/or mission statement			

<u>Student Goals</u>	<u>Goal Date</u>	<u>Date Achieved</u>	<u>Employee Mentor Initials</u>
<i>Identify at least 3 goals that include skill sets leading to career goal</i>			
Obtain a CTE Internship experience in my career choice			
Complete the required hours for my CTE Internship experience			
Receive a recommendation letter from my employer/mentor			

Employer/Mentor: _____

Date: _____

Student: _____

Date: _____

Teacher/Coordinator: _____

Date: _____

Parent and Student Transportation Verification

Student and parent(s)/guardian(s) accept responsibility for the safety and welfare of the student while actively involved at this internship placement. Please note that during the student's internship time, they will not be in class. Some students will complete their internship hours during their scheduled class time and other will complete their hours after school and/or on the weekends. This flextime schedule means the student will be released and should not be on campus. Parents are also acknowledging approval of the transportation arrangements as described here.

TO your internship from school:

Please describe what arrangements you have made for travelling TO your internship location from the High School Campus on school days:

FROM your internship:

By signing this document, parents are also giving permission to their student to leave campus for internship purposes only.

We understand that the _____ School District and Administration assumes no responsibility when a student travels in a private vehicle.

Print Student Name

Student Signature

Date

Print Parent Name

Parent Signature

Date

Student Performance Evaluation

Professional Skills	Novice	Proficient	Expert/Leader	<p>Please check appropriate rating for each workplace standard using the indicators below:</p> <p><u>Novice:</u> Executes basic skills and performs entry level work</p> <p><u>Proficient:</u> Demonstrates knowledge and skills of a successful employee.</p> <p><u>Expert/Leader:</u> Demonstrates knowledge and skills of an exemplar employee.</p>
<p>1.0 COMPLEX COMMUNICATION: Employs complex communication skills in a manner that adds to organizational productivity.</p>				<p>Uses communication style appropriate to audience and situation. Communicates effectively in a diverse work environment. Exercises competence in using technology.</p>
<p>2.0 COLLABORATION: Collaborates, in person and virtually, to complete tasks aimed at organizational goals.</p>				<p>Respects contributions of others Build team relationships and takes on role responsibility Manages information with sensitivity</p>
<p>3.0 THINKING AND INNOVATION: Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions.</p>				<p>Uses resources to define a problem and takes action. Evaluates self and maintains an attitude of openness. Creates/innovates to improve workplace productivity.</p>
<p>4.0 PROFESSIONALISM: Conducts oneself in a professional manner appropriate to organizational expectations.</p>				<p>Manages time in accordance with organizational expectations. Represents organization and performs work with a positive manner. Manages resources to benefit the organization.</p>
<p>5.0 INITIATIVE AND SELF-DIRECTION: Exercises initiative and self-direction in the workplace.</p>				<p>Functions independently within the organizational structure. Builds learning relationships while cooperating with colleagues. Adjusts to change and applies new resources.</p>
<p>6.0 INTER GENERATIONAL AND CROSS-CULTURAL COMPETENCE: Interacts effectively with different cultures and generations to achieve organizational mission, goals and objectives.</p>				<p>Selects from technological and non-technological methods/tools to communicate across generations Relies upon the wisdom and experience of others to accomplish work Uses relevant intergenerational and cross-cultural communication</p>
<p>7.0 ORGANIZATIONAL CULTURE: Functions</p>				<p>Fits work performance to the organizational structure</p>

Student Performance Evaluation

effectively within an organizational culture.				Works in a manner that reflects organizational values Performs work that advances organizational growth and success.
8.0 LEGAL AND ETHICAL PRACTICES: Observes laws, rules, and ethical practices in the workplace.				Respects the organization's physical and intellectual property and adheres to policies /procedures. Demonstrates loyalty to the organization, its mission, and resources Takes responsibility for one's actions in the workplace.
9.0 FINANCIAL PRACTICES: Applies knowledge of finances for the profitability and viability of the organization.				Acts prudently with organizational resources Articulates financial goals and strategies of the organization. Relates work performance to company profitability.

NOTES

Student Journal Prompts

Using Team Assignments, the following prompts can be used to help student reflections for their diary/journal requirement. A weekly assignment is recommended.

Directions for the students.

Please answer the question in paragraph form with 5-7 sentences using correct grammar and punctuation.

Week	Prompt for Reflection
1	What do you hope to accomplish in this internship? What are your specific goals?
2	What are your expectations for this experience?
3	What are your initial reactions to your first few days? What are you looking forward to? Is there anything you are disappointed about?
4	What new skills or experiences have you learned this week? (Be Specific!)
5	Create two short-term goals and two long-term goals you want to accomplish by the end of your senior year. How will participating in the CTE Internship program assist you in accomplishing your goals?
6	What is going to be your biggest challenge in this internship?
7	Do you feel like you fit in to the organization? Why or why not?
8	What makes you feel best when you are making progress toward a significant personal goal? List three things that help you make progress.
9	Now that you have spent time at your internship, have you noticed the difference in dress code from your internship site and your school? What is the dress code at your internship site and has that been an adjustment for you?
10	What goals have you met so far? What goals do you still need to meet? Have you changed any of your goals?
11	How has your perception of the internship/organization changed since you started the internship?
12	What steps have you taken to address the challenges and disappointments that you identified in your early journal entries?
13	What is surprising about the internship?
14	How have you contributed to the organization?
15	What have you learned from your supervisor about motivating and/or managing employees?
16	What have you learned from the routine parts of the internship?
17	What do you think are your strongest attributes as an intern?
18	Have you been able to build a rapport with other people in the organization? If so, how did you do so? Does this come easily for you? Why or why not?

Student Journal Prompts

19	In what ways do you feel like you can improve your performance?
20	Have you experienced any bad days or disappointments on the job? How did you react? Would you react differently next time? How so?
21	Is your personality a fit for this organization? Do you notice particular personality types working in this industry?
22	How are you accomplishing your goals for this experience?
23	What are you learning about yourself through this experience?
24	Were your expectations for this experience realistic? Why or why not?
25	What have been your biggest successes so far in this internship?
26	How have you changed as a result of this experience?
27	What have you done that you didn't ever think you would ever be able to do?
28	What is the most important thing that your organization does?
29	What changes would you make if you had the chance to do this over again?
30	What would you do differently in this organization if you were the boss/owner?
31	How would you describe your work style based on your behavior at this internship?
32	How are you different than you were when you started this experience?
33	How has your experience so far strengthened or diminished your resolve to pursue this career?
34	What did you learn from your challenges in this experience?
35	How do you want your supervisor to remember you?
36	What recommendations would you give to other students doing an internship at this location?
37	What have you learned from your colleagues during this experience?
38	What would you say to convince a skeptical student to pursue his or her own internship experience?

Visit Monitoring Checklist

Student Information

Student Name:

Visit Date:

Visit #:

Program of Study:

Campus Name:

WBL Teacher:

Employer/Mentor Information

Employer Name:

Phone:

Address:

Supervisor: ___

Phone:

Supervisor Email Address: _

Placement Information

Start Date:

Expected End Date:

Student Placement Duties - High-Level:

Visit Monitoring Checklist

Use the following checklist to capture observations and identify key questions to ask during the monitoring visit. Some activities and interactions can be observed directly, while others may require specific questions to the supervisor, other company employees, and the student.

Overall, a monitoring visit should serve to achieve the following goals:

- Observe and confirm that the worksite provides a physically safe and culturally supportive environment for student learning
- Support the employer in reinforcing the student's technical and employability knowledge and skills through work-related assignments
- Support the employer in addressing any work professionalism concerns with the student
- Celebrate student accomplishments and successes and document evidence of the student's technical and employability knowledge and skills growth
- Identify opportunities for continued student technical and employability knowledge and skills growth while in the WBL placement
- Build professional relationships with the company that can lead to future placement opportunities

Other goals specific to this visit (list here):

Physical Environment:

- Is the student's physical worksite environment safe and clean?
- Has the student been provided the necessary resources, supports, and equipment to complete assigned tasks?
- Is the student's work location near other employees?
- Is the student's work location near the worksite supervisor for easy access to support?

Notes:

Visit Monitoring Checklist

Cultural Environment:

- Does the worksite reflect appropriate professionalism for the student?
- Is the student viewed as a member of the company?
- Does the student interact and communicate well with employees?
- Does the student interact and communicate well with the worksite supervisor?
- Is the student given multiple opportunities to observe various jobs/roles in the company?
- Is the student treated with professionalism by employees of the company?

Notes:

Learning Environment:

- Has the student been given or has been identified a task problem to resolve that reflects their program and that reinforces and stretches their learned knowledge and skills?
- Can the student articulate what tasks have been assigned to them by describing what they are and how they impact the company?

Notes:

What regular, ongoing responsibilities has the student been assigned?

Student Performance:

- Does the supervisor confirm that the student regularly arrives on-time?
- Does the supervisor confirm that the student regularly is dressed professionally?
- Does the supervisor confirm that the student regularly demonstrates proper hygiene?
- Does the student demonstrate a professional attitude and etiquette?
- Does the supervisor confirm that the student completes work on-time?
- Does the supervisor confirm that the completed work is to desired specifications?
- Does the student independently ask questions when assigned tasks are unclear?
- Does the student demonstrate an appropriate amount of independence in completing assigned tasks?
- Does the student appear to have confidence in their ability to complete assigned tasks to supervisor's satisfaction?

Notes:

Employer Feedback:

- Is the employer and supervisor generally satisfied with the student's performance and contributions?
- Are there technical knowledge/skills and/or employability skills that the student needs to strengthen?
- Is the placement experience viewed positively by the company, works to supervisor, other employees?
- Are there work professionalism concerns the employer has with the student?

Notes:

What additional supports are needed by the employer/supervisor to ensure the placement experience is successful for the company and for the student?

DRAFT - For Public Comment

Career and Technical Education Work Based
Learning Internship Program

HANDBOOK

DRAFT - For Public Comment

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INTRODUCTION

Hosting an internship can be a wonderful experience for all individuals involved. A successful internship can provide students with an unparalleled opportunity to apply their classroom knowledge to the workplace. Internships also provide organizations with high-achieving workers who can bring in a fresh perspective and ideas.

For an internship to be successful, both the work site employer and the student-intern must understand how an internship differs from a job, and both must commit to working together to make the most of the opportunity.

INTERNSHIP BENEFITS

For Employers

- Gain enthusiastic and motivated workers
- Receive assistance with special projects
- Gain a fresh perspective on current projects and procedures
- Develop supervisory skills of staff
- Access students with special skills and knowledge
- Train new professionals in your field
- Develop your own pool of potential employees

For Students

- “Test-drive” a career choice
- Develop specific skills and knowledge related to a career
- Develop a network of other professionals
- Learn directly from experienced professionals
- Gain experience in a real-world situation, including interviewing, working with others, communication skills, and culture of various work environments.

DIFFERENCES BETWEEN AN INTERNSHIP AND A JOB

The National Society for Experiential Education defines an internship as “a carefully monitored work or volunteer experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience.”

The key phrases in this definition are “carefully monitored,” “intentional learning goals,” and “reflects actively.” In a typical entry-level job, an employee receives training to perform the tasks necessary for the position, and then the employee is expected to carry out the duties as assigned, preferably with little supervision.

In an internship, however, interns bring “intentional learning goals” that support their academic and career interest. In some cases, as the work site employer, you will be asked to assist the intern in developing these goals. This ensures that the goals are reasonable and also indicates your commitment to helping the intern achieve these goals during the internship.

Before committing to an internship program, work site employers should ask themselves:

1. Can I provide a meaningful experience that helps students explore career choices?
2. How will the intern be compensated? (An hourly wage, Letters of recommendation, contact opportunities, job shadowing, etc.)
3. Who will supervise the intern? This person must be available on a regular basis.
4. Can I provide a system for new employee training/orientation?
5. Will I be able to provide ongoing training and advisement?
6. Will I have the time to document intern hours and evaluate/reflect on their progress?

STUDENT APPLICATION FORM

CTE Work Based Learning Internship Programs provide a structured work-based experience for qualified seniors. Job placement assistance will be provided by the CTE Internship Coordinator if the student shows a need in finding placement. Priority will be given to students who have successfully completed Career and Technical Education courses.

Student's Name: _____ Student #: _____

Address: _____ City: _____ Zip: _____

Date of Birth: ____/____/____ Age: _____ Email Address: _____

Home Phone: (____) ____-____ Other Phone: (____) ____-____ Drivers License. Yes _____ No _____

Parent's or Guardian's Name: _____ Parent's Work Phone: (____) ____-____

Skills or Training (can include skills you have used in classes, in your home or in a paying job):

Work History (Where have you been employed in the past?) (paid or unpaid) _____

Why did you leave the above place (places) of employment: _____

Why do you want to be in the CTE Work Based Learning Internship program? _____

Ideally, what type of work would you like to do? For example, work in a Department Store or Doctors Office, be sure your skills match your choice.

Specific business for which you would like to work (Names of stores, companies, offices, etc.)

What are your goals for your senior year? _____

Do you plan on attending college? _____ If so, where? _____

Describe any physical limitations that might affect your work. _____

Can you provide your own transportation? _____

Portion below this line is to be completed by the student **AND** the guidance counselor

Current GPA: _____ Cumulative GPA: _____ # of absences this year: _____
of suspensions: _____ # of tardies: _____ I am on track to graduate: YES NO

Please list the required courses you must take next school year in order to graduate:

Guidance Counselor Signature: _____ Date: _____

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STATEMENT OF RESPONSIBILITY

PARENTS: I agree to follow the policy and procedures of the work based learning internship program and will do my part in assisting my son/daughter to fulfill obligations to the program including regularity of attendance and maintaining a satisfactory scholastic standing. I realize that my child will be leaving the school campus before the end of the regular school day to report to his/her place of employment for job training. I shall urge my child to exercise extreme caution in getting to work. I will NOT hold (DISTRICT NAME HERE) Unified School District, school employees, district administration, or the school board responsible for any accident, should it occur, that might involve my child on his/her way to work.

STUDENT: I have discussed the program with my parent(s)/guardian(s) and agree to follow the policy and procedures of the work based learning internship program.

Student Signature

Parent Signature

Date

Administrative approval: YES NO

Administrator Signature

Date

DRAFT - For Public Comment

TEACHER/SUPERVISOR RECOMMENDATION

Student Name: _____

The above student is applying for the CTE Internship Program. If chosen, he/she will represent the school in the workforce by working a part time job related to a program area. I am asking for your assistance in assessing this student's ability to benefit from this program and be successful in a work environment.

Please be absolutely honest in assessing this candidate. Keep your evaluation confidential. DO NOT return it to the student. Put it in the CTE Internship Coordinator's mailbox listed below as soon as you get it completed. If you have any questions or concerns, feel free to contact the teacher. Thank you.

Please circle the number that best describes this student for each category.

Characteristic	Always	Usually	Sometimes	Seldom	Never
Has a positive attitude	5	4	3	2	1
Is on time and reliable	5	4	3	2	1
Shows skill and accuracy in work	5	4	3	2	1
Follows rules and directions well	5	4	3	2	1
Sticks to job through difficulty	5	4	3	2	1
Respectful	5	4	3	2	1
Attentive in class	5	4	3	2	1
Organized	5	4	3	2	1
Able to work well with others	5	4	3	2	1
Polite to peers and teachers	5	4	3	2	1
Has a clean, neat appearance	5	4	3	2	1
Accepts criticism well	5	4	3	2	1
Has a desire to improve self	5	4	3	2	1
Attends class regularly	5	4	3	2	1
Would you hire this person?	Yes	No			

Completed by: _____ How do you know this student: _____

Return to my mailbox: _____

Additional comments: _____

DRAFT - FOR PUBLIC COMMENT

TEACHER/SUPERVISOR RECOMMENDATION 2

Student Name: _____

The above student is applying for the CTE Internship Program. If chosen, he/she will represent the school in the workforce by working a part time job related to a program area. I am asking for your assistance in assessing this student's ability to benefit from this program and be successful in a work environment.

Please be absolutely honest in assessing this candidate. Keep your evaluation confidential. DO NOT return it to the student. Put it in the CTE Internship Coordinator's mailbox listed below as soon as you get it completed. If you have any questions or concerns, feel free to contact the teacher. Thank you.

Please circle the number that best describes this student for each category.

Characteristic	Always	Usually	Sometimes	Seldom	Never
Has a positive attitude	5	4	3	2	1
Is on time and reliable	5	4	3	2	1
Shows skill and accuracy in work	5	4	3	2	1
Follows rules and directions well	5	4	3	2	1
Sticks to job through difficulty	5	4	3	2	1
Respectful	5	4	3	2	1
Attentive in class	5	4	3	2	1
Organized	5	4	3	2	1
Able to work well with others	5	4	3	2	1
Polite to peers and teachers	5	4	3	2	1
Has a clean, neat appearance	5	4	3	2	1
Accepts criticism well	5	4	3	2	1
Has a desire to improve self	5	4	3	2	1
Attends class regularly	5	4	3	2	1
Would you hire this person?	Yes	No			

Completed by: _____ How do you know this student:

Return to my mailbox: _____

Additional comments:

STUDENT COMMITMENT CONTRACT

Student's Name (please print): _____ ID #: _____

High School: _____ School Year: 20_____

In the (DISTRICT NAME HERE) Unified School District Work Based Learning Internship Program, the student, the school, and the employer work together to help the student develop strong work ethics and employability skills. For the Work Based Learning Internship program to be fully effective, it is mandatory that certain rules and regulations be followed. The students and parent/guardian must agree to fulfill the following responsibilities.

1. The student will be prompt and accurate in completing all forms and reports for the school, the coordinator, and the employer.
2. The student is not guaranteed nor assigned to a job. The coordinator will strongly encourage job that align with the student's concentration of program course work, and then it is up to the employer and the student to discuss requirements and other responsibilities of the job.
3. If the student is not employed by the beginning of the school year, the student will be required to make a minimum of five job contacts per week and meet with the coordinator for job assistance until employed. If not employed by August 14 then the student will be dropped from the program.
4. The student must work a minimum of 120 hours per semester (240 hours per school year) in order to earn the credit for the class. An hour and wage report must be filled out by the student, signed by the employer, and turned into the coordinator each week to verify the number of hours the student works. If a student is deficient in the number of hours required by the midterm progress report, the instructor has the discretion of giving an incomplete grade; however, the student must have completed all the required hours by the end of the semester.
5. This work-related class is designed to prepare students for successful employment. Therefore, attendance and punctuality are crucial and will affect the student's overall grade.
6. The student will maintain regular attendance at school and on the job. On any day that the student will be absent from school, he/she will follow the school's attendance notification policies, as well as telephone his/her coordinator that day. However, if the absence will only be from work, the student should contact their employer in accordance with company policy.
7. The student will not go to work on the day he/she has been absent from school without prior permission from the coordinator.
8. The student, at all times, will keep the coordinator informed of any problems which may confront the student in school and/or on the job.
9. The student will always be honest. Any evidence of dishonesty with money, merchandise, time, or effort that results in dismissal from the job will result in the student being dismissed from the CTE work based learning internship program, with loss of credit.
10. The student may be withdrawn from the CTE work based learning internship program, resulting in loss of credit, if the student gets fired, quits, or leaves the program prior to the end of the school year.

Students Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Coordinator's Signature: _____ Date: _____

EMPLOYER, COORDINATOR, STUDENT-INTERN AGREEMENT

Student: _____ ID #: _____

School: _____ Program: _____ School Year: _____

Parent: _____ Telephone: _____ Email: _____

Employer: _____ Telephone: _____ Email: _____

Address: _____ City: _____ Zip: _____

Coordinator: _____ Telephone: _____ Email: _____

Employer agrees to employ the student, and student agrees to be employed by employer, as a student learner/apprentice to gain workplace knowledge and experience during the School Year. Employer and Student agree that Student will be employed in the following position and earn the following salary:

Position: _____ Hourly pay: _____ Not for Pay: _____

The internship experience will require a **minimum of 120 hours per semester** and will follow the expectations set forth below:

Expectations of Student:

- Participate in a variety of work-based experiences
- Demonstrate safe and healthy work behaviors
- Demonstrate positive work behaviors
- Demonstrate positive interpersonal behaviors
- Compliance with Student Agreement regarding responsibilities

Understandings of School, Student-Intern, and Employer

1. The status of the student while in orientation shall be that of a student-learner; however once out of orientation, work standards expected of the student will be the same as those expected of other entry level employees.
2. The employer will give the student the opportunity while in orientation to gain experience in various operations.
3. The coordinator and employer will be notified and will assist in the resolution of any problems the student experiences.
4. Employers will be required to evaluate the student-intern and share that evaluation with the coordinator.
5. The coordinator will notify the employer if the student leaves school and therefore the internship program
6. The coordinator shall have authority to withdraw the student if he/she deems it in the best interest of those concerned.
7. The employer has the right to discharge a student because of inefficient and unethical behavior.
8. The parent/guardian consents and is supportive of the involvement of the student in this internship program
9. The student recognizes that regular attendance at school and at the job is important. If the student is too ill to attend school, he/she is also too ill to attend work. If the student is absent, he/she must notify both the coordinator and employer.
10. This Employer, Coordinator, Student-intern agreement may be canceled if due notice is given to all parties concerned.
11. The employer shall be responsible for all training/orientation required for that position.
12. The employer is an Equal Opportunity Employer.
13. All parties promise to abide by the terms included in this agreement
14. All work must comply with federal child labor laws for student learners/apprentices, which are described on Appendix A to this agreement. The student will not be permitted to operate equipment that falls within a designated Hazardous Occupation (HO) unless the operation of such equipment has been discussed between Employer, Coordinator, and Student.

Signatures:

Student: _____ Parent: _____ Employer: _____

Coordinator: _____ Date: _____

Employer (Learning Worksite Supervisor) Responsibilities:

1. To comply with state and federal guidelines and regulations regarding health & safety, nondiscrimination, harassment, and work rules with minors.
2. To comply with the nondiscrimination statement listed in the footer of this document.
3. To provide the student employee with the same considerations given a regular beginning employee with regards to safety, health, social security, general work conditions, and other regulations of the organization. Employer shall adhere to all federal and state wage and hour laws.
4. Maximum working hours are dependent upon the student's ability to work and still maintain satisfactory grades.
5. To notify the coordinator of any problems that the student is having on the job when, in the employer's opinion, the existing situation could be detrimental to the student's continued employment.
6. To confer with the coordinator regarding the student's on-the-job performance and to complete and return to the coordinator evaluation forms, timecards, and progress reports for grading the student.
7. To provide an employee orientation within the first week of work, which will include all of the requirements as listed on the following page.

Employer/Supervisor: _____ Signature: _____

Worksite Phone Number: (____)____-____ Fax:(____)____-____ Email: _____

CTE Work Based Learning Internship Coordinator Responsibilities:

1. To contact the employer/supervisor at the learning worksite periodically and become acquainted with the immediate job-site supervisor.
2. To become familiar with the nature of the work the student will perform and to assist the student if conflicts arise.
3. To endeavor to resolve any problems that arise from the student's employment to the mutual satisfaction of all parties concerned.

CTE Internship Coordinator: _____

Office Phone Number: (____)____-____ Email: _____

Date Contract Approved: _____ Credits/Internship Program: _____

Counselor's Signature: _____ Date: _____

Principal (or Designee): _____ Date: _____

EMPLOYEE ORIENTATION REQUIREMENTS

<input type="checkbox"/> Student-Intern Evaluation Process	Provide a system for evaluating student intern progress as follows normal company policy for entry-level positions. If there isn't a current process, work with the CTE Internship Coordinator to acquire evaluation forms and create a bi-weekly to monthly process.
<input type="checkbox"/> Student-Intern Task Communication	Provide a way for the student-intern to be consistently aware of his/her duties. This could be a daily to-do list, a weekly conversation, emails, or some other kind of company process for assigning tasks.
<input type="checkbox"/> Fair Labor Standards Act	Must adhere to Fair Labor Standards Act, including child labor laws, which are included in Appendix A
<input type="checkbox"/> New Employee Orientation	Conduct a New Employee Orientation, much as you would with any entry-level employee. This orientation must address the following: <ul style="list-style-type: none"> ● Employment standards for minors ● Employer's worksite safety and health programs ● Location of first-aid materials ● How to report unsafe conditions and practices ● Use and care of personal protective equipment ● Emergency procedures ● Identification of hazardous materials-procedures ● Sexual harassment and discrimination training including reporting procedures ● Process for calling in sick ● Process for asking questions or asking for help ● On the job expectations ● Professionalism standards (uniform, communication, clients, deadlines, etc.)
<input type="checkbox"/> CTE Internship Coordinator Communication	Immediately bring to the attention of the CTE work based learning Internship Coordinator any behavioral issues that may lead to the eventual termination of the Student-Intern. We want to guide the Student-Intern towards appropriate on-the-job behavior through practice and communication, but not at the expense of the employer's business.
Internship Program Orientation was completed on the following date: _____	
Employer/Supervisor Signature: _____	Date: _____
CTE Internship Coordinator: _____	Date: _____

RELEASE OF LIABILITY ACKNOWLEDGEMENT & AGREEMENT

Student Name: _____ Age: _____ Address: _____
City: _____ State: _____ Zip: _____
Parent/Guardian Name: _____
Parent/Guardian Phone: _____
Parent/Guardian Email: _____

Please carefully review the following policies, procedures, acknowledgements, waiver and release, and other points of information set forth below. Students and his/her parents or guardian must read and approve each of the following items as a condition of participation in the CTE Work Based Learning Internship Program.

Absenteeism Policy

I recognize that in this Internship Program, the school and the job are both important and require regular attendance. I will notify my employer and my teacher if I must be absent. If I attend school, I will be expected to report to my job. Likewise, if I report for work, I will also attend school. Exceptions may be granted by the internship coordinator. I acknowledge that, upon my first violation, I may be dropped from the program.

Student Signature: _____

Driver's License

I do ___/ do not ___ have a valid Arizona driver's license. I will not drive a motor vehicle to work unless I have both a valid driver's license and the state-required minimum levels of liability insurance coverage. I will operate any vehicle according to the laws of Arizona and agree to be financially responsible for any damages, costs or liabilities that result from my operation of a motor vehicle.

Student Signature Driver's License No. Expiration Date

Contact with Adults

I acknowledge that the Internship Program occurs off school property and will involve adults who are not employees of (DISTRICT NAME HERE) Unified School District. I acknowledge and accept that my son/daughter may be instructed by or work with a person whose work experience and background have not been investigated by (DISTRICT NAME HERE) Unified School District.

Parent/Guardian Signature: _____

Private Transportation Arrangements

While participating in the Work Based Learning Internship Program, the student may need to leave campus before the end of the regular school day in order to attend scheduled work sessions. The student is responsible for finding transportation to and from the work site as no transportation will be provided by (DISTRICT NAME HERE) Unified School District.

We/I give my permission for my student, _____ to:

- _____ Drive his/her private vehicle from the high school
- _____ Drive himself/herself and other interns from the high school
- _____ Ride with other Interns from the high school

I understand that the (DISTRICT NAME HERE) Unified School District and School/District Administration assumes no responsibility when a student travels in a private vehicle.

Parent/Guardian Signature: _____

Assumption of Risk and Release of Liability

I acknowledge that participating in any activity is an acceptance of some risk of injury. An internship experience presents unavoidable risks of physical harm and injury. For example, a student may be injured in a vehicular accident while traveling to or from the job or in a slip and fall accident while performing work duties or attending a field trip. Other risks may be present that are not apparent or known. I have read and carefully considered the foregoing statement. With the purpose of inducing (DISTRICT NAME HERE) Unified School District's reliance, I acknowledge and assume the risk of injury to my child and agree that I release and will not seek to hold responsible (DISTRICT NAME HERE) Unified School District, including its officials, employees, and agents, for any claim, loss, damage, or injury to my child while participating in the internship program, including field trips, social activities, transportation and job placement.

Parent/Guardian Signature: _____

DRAFT - For Review Comment

Photo Release Form

In consideration of (DISTRICT NAME HERE)Unified School District agreeing to photograph or interview me and in consideration of the use of the facilities and services provided to me by the (DISTRICT NAME HERE)Unified School District, the undersigned, both individually and on behalf of the undersigned's children, spouses, heir and legal representatives, does hereby:

1. Consent to the use and release to (DISTRICT NAME HERE)Unified School District the use of my name and my likeness, (Participant) whether in still, motion pictures, or video tape, my photograph and/or other reproduction of me or my property, including my voice and features, with or without my name, for any editorial, promotion, trade business or other purpose whatsoever. (DISTRICT NAME HERE)Unified School District may exercise its rights in any way it sees fit for its productions, for advertising and for other purposes. I intend for (DISTRICT NAME HERE)Unified School District to rely upon this release and understand that it is irrevocable, and
2. Agrees to release, not to sue, and to indemnify and hold harmless (DISTRICT NAME HERE)Unified School District for, from and against any and all injuries, claims, demands, damages, actions, causes of action, suits or judgments of any kind or nature whatsoever (including attorneys' fees and other costs in the defense of any such claim or suit) brought by myself or on behalf of myself as a result of any loss, damage or injury to any persons or property arising out of or in any way relating to any action, inaction or participation in any video or photographic productions of the (DISTRICT NAME HERE)Unified School District.

The undersigned further agrees that (DISTRICT NAME HERE)Unified School District may use or cause to be used, these items for any and all broadcasts, publications or reproductions, without limitation or reservation or any fee.

Student Signature _____ Date _____

Student (Print Name) _____ Date _____

Parent/Guardian Signature _____ Date _____

Parent/Guardian (Print Name) _____ Date _____

DRAFT - For Public Comment

APPENDIX A: Child Labor Laws of the Fair Labor Standards Act Addendum

The federal Child Labor Laws are authorized by the Fair Labor Standards Act (FLSA) and enforced by the U.S. Department of Labor (DOL). The purpose of these laws is to ensure that “when young people work, the work is safe and does not jeopardize their health, well-being or educational opportunities.” (DISTRICT NAME HERE) Unified School District is committed to the operation of its cooperative education programs in compliance with applicable portions of the Child Labor Laws of the FLSA.

(DISTRICT NAME HERE) Unified School District limits participation in the CTE Internship Program to high school **seniors** who are at least 16 years of age. The Child Labor Laws of the FLSA do not apply to students who are adults, i.e., 18 years of age or older. Accordingly, the following restrictions apply only to internship students who will be 16 years of age at any time during their placement as student learners.

Prohibited Placements

(DISTRICT NAME HERE) Unified School District will not place any 16-year old internship student into a position that would allow the student to engage in any activity within the definition of one or more of the following Hazardous Occupations (HOs),

- | | | | |
|-----|---|------|---|
| HO1 | Manufacturing and storing of explosives | HO9 | Mining other than coal mining |
| HO3 | Coal mining | HO11 | Power-driven bakery machines, including vertical dough or batter mixers |
| HO4 | Occupations in forest firefighting, logging, and sawmilling | | NOTE: This HO has several specific exclusions for types of bakery machines. |
| HO6 | Exposure to radioactive substances | HO13 | Manufacturing bricks, tile, and kindred products |
| HO7 | Power-driven hoisting apparatus, including forklifts | HO15 | Wrecking and demolition operations |

(DISTRICT NAME HERE) Unified School District will not place any 16-year old internship student into a position that would allow the student to engage in any activity within the definition of one or more of the following HOs unless the high school’s CTE teacher, the student and his/her parent, and the employer have first reviewed and agreed in writing to comply with the restrictions imposed by the Child Labor Laws for the specific HO and the DOL’s general rule regarding “Exemptions from Certain HOs for Apprentices and Student-Learners.”

- | | | | |
|------|---|------|---|
| HO2 | Motor vehicle driver or outside helper on a motor vehicle | HO12 | Power-driven balers, compactors, and paper processing machines |
| HO5 | Power-driven woodworking machines | HO14 | Power-driven circular saws, band saws, chain saws, guillotine shears, wood chippers, and abrasive cutting discs |
| HO8 | Power-driven metal-forming, punching, and shearing machines | HO16 | Roofing operations and all work on or about a roof |
| HO10 | Operating power-driven meat processing equipment, including meat slicers and other food slicers | HO17 | Excavation operations |

DOL Rule regarding Exemptions from Certain HOs for Student-Learners

The DOL's orders regarding HO Nos. 5, 8, 10, 12, 14, 16, and 17 contain exemptions for 16- and 17-year old student-learners provided they are employed under the following conditions:

Student-Learners:

1. the student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school; and
2. such student-learner is employed under a written agreement which provides:
 - a. that the work of the student-learner in the occupations declared particularly hazardous shall be incidental to the training,
 - b. that such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person,
 - c. that safety instruction shall be given by the school and correlated by the employer with on-the-job training, and
 - d. that a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

Each such written agreement shall contain the name of the student-learner and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer. This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

A high school graduate may be employed in an occupation in which training has been completed as provided in this paragraph as a student-learner, even though the youth is not yet 18 years of age.

Although the regulations do not provide definitions of the terms *intermittent* and *short periods of time*, the Wage and Hour Division interprets those terms to mean that an apprentice or student-learner may not be the principal operator of prohibited machinery. He or she must work under the close supervision of a fully qualified and experienced adult, such as a journeyman. Further, the duties assigned to the minor may not be such that he or she is constantly operating the prohibited machinery during the work shift, but only doing so as part of the training experience. This would preclude an apprentice or student-learner from being a production worker, responsible for spending a significant portion of the workday operating prohibited machinery or performing prohibited tasks. The Wage and Hour Division also considers the continuous performance of otherwise prohibited work that exceeds one hour a day to be more than *intermittent* and more than for *short periods of time*. The Wage and Hour Division also considers the performance of otherwise prohibited work which totals more than 20% of the student-learner's work shift to be more than for *short periods of time*.

The regulations do not define the term *direct and close supervision*. The Wage and Hour Division's interpretation of *direct and close supervision* as it applies to apprentices and student-learners is based on guidance received from the Bureau of Apprenticeship and Training (BAT) which is part of the U. S. Department of Labor's Employment and Training Administration. BAT establishes ratios governing the number of journeymen and apprentices that may be employed on the job site to ensure worker safety and that the apprentices receive both proper training and supervision. BAT has advised the Wage and Hour Division that the most widely used ratio is one apprentice for the

first journeyman on-site, and one apprentice for every three additional journeymen thereafter. The Wage and Hour Division considers the requirement of *direct and close supervision* to be met when there is one journeyman or experienced adult working with the first apprentice/student-learner on-site, and at least three journeymen or experienced adults working alongside each additional apprentice/student-learner. Of course, the requirement for *direct and close supervision* applies only during the periods when the apprentice/student-learner is performing work that would otherwise be prohibited by the HO.

Wage and Hour Report

Student Name: _____

Weekly Updates			
Month	Week Ending	Hours Worked	Gross Earnings
August	August 6		
	August 13		
	August 26		
	August 27		
September	September 3		
	September 10		
	September 17		
	September 24		
October	October 1		
	October 8		
	October 15		
	October 22		
	October 29		
November	November 5		
	November 12		
	November 19		
	November 26		
December	December 3		
	December 10		
	December 17		
	December 24		
Semester Totals			\$

If work experience is unpaid, what would you estimate the hourly wage to be? \$ _____

Healthcare Clinicals Standard Facility Agreement Example District Name

This Affiliation Agreement (“Agreement”) shall be effective XX-XX-XXXX (the “Effective Date”). The parties to this Agreement are ***** District, (“School”), and (“Facility”) listed below.

Facility:

Address:

This Agreement becomes effective when signed by both parties.

A. The parties agree:

- I.** District desires to provide Clinicals for students enrolled in the Healthcare Programs.
- II.** The Healthcare Programs will assist staff with basic care needs following the Healthcare Programs Scope of Practices.
- III.** Facility has the facilities and personnel to provide clinicals with hands-on training and experience.
- IV.** The parties agree to promote quality education and to seek to render the best service possible to the public.
- V.** This agreement, its validity, performance, and all other questions, arising hereunder shall be governed and determined by the respective Governing Boards and the laws of the state that District, the educational institution, and the Facility in which the clinical is being conducted are located.
- VI.** Each party shall pay all of its own costs associated with its participation in the clinical experience program. No monetary compensation shall be exchanged under this agreement and there shall be no charge for use of the Facility or participation by personnel pursuant to this agreement.
- VII.** The parties mutually agree that the relationship to exist between District and the Facility is not a joint venture but is an independent contract relationship and that neither shall be the agent of the other. The parties agree to promote quality education and patient care and to seek to render the best service possible to the public. Shared performance between Facility professional staff and students shall be encouraged as a variable during the clinical experience. Publication of any materials, resulting from participation of any of the students under this Agreement, shall require written mutual consent or approval from both parties to this Agreement.
- VIII.** The parties will comply with all applicable federal or state statutes or regulations pertaining to the confidentiality of student, employee and volunteer records and other private information. No party shall use or disclose any information about any student intern for any purpose other than the performance of this Agreement without the prior consent of the student intern or his/her representative.
- IX.** This Agreement will be interpreted and governed by the law of the state of Arizona.

B. District's rights and responsibilities:

- I.** District has the right to select learning experiences for student interns with input from Facility.
- II.** District has the right, with Facility's approval, to assign and transfer a student intern from one department to another to provide the student intern a better or more meaningful experience.
- III.** The number of students that District assigns will not exceed the Facility's capacity.
- IV.** District will comply with, and require that all student interns comply with, any Facility rules, regulations and policies.
- V.** District hereby expressly agrees to comply with, and require that all Participants comply with any Facility rules, regulations and policies implementing Health Insurance Portability and Accountability Act of 1996, Pub.L.No. 104-191 ("HIPPA") requirements whether now or hereafter existing.
- VI.** All participants shall meet all applicable health standards as established by any applicable governmental authority and implemented by the Facility for each clinical area. The Facility shall have the right to terminate the Clinical experience of any participants when the health status of those participants is detrimental to the health and/or safety of the Facility patients or staff as determined by the Facility.

Health standards include without limitation: 1) proof of immunity or immunization to varicella; 2) proof of immunity or immunization to measles, mumps and rubella; 3) annual TB screen; 4) if the nature of the Clinical gives the participants potential exposure to blood and/or bodily fluids, then Hepatitis B vaccination series, or signature by individual on a waiver declining the series is required; 5) Tetanus-Diphtheria within ten (10) years; 6) negative drug screen results.

- VII.** The welfare, control, discipline, and activities of all student interns shall be the sole responsibility of District. To that end, District shall make and enforce uniform and adequate provisions in accordance with its policies. Provisions for transportation shall be the responsibility of the student interns in conformity with District policies. District will be responsible for tuition where applicable.
- VIII.** District shall be responsible for advising the student interns of their obligations under this Agreement, which shall include but not be limited to:
 - a.** Complying with the administrative policies, standards, practices, parking rules and other regulations in effect at the Facility that clinical students receive notification of during the orientation;
 - b.** Wearing clean and appropriate clothing (no jeans, shorts, sleeveless shirts, false nails, or facial jewelry), and shoes that are enclosed;
 - c.** Reporting to the Facility on time;
 - d.** Conforming to the standards and practices established by District while training at the Facility, to the extent that those standards and practices do not conflict with those of Facility;
 - e.** Carrying photo ID with them at all times and presenting it to Facility personnel upon request.

- IX. District agrees to indemnify and save harmless, Facility against any and all loss or expense, including attorney's fees and court costs, incurred by reason of claims made against the Facility because of bodily injury, death or property damage arising out of or in consequence of the performance of the terms of this agreement, providing such claims arise solely out of the negligence or other conduct on the part of District, its employees, students, or agents.
- X. Under A.R.S. § 38-511, District, a political subdivision of the state, may cancel this Agreement within three years after its execution without penalty or further obligation if any person significantly negotiating, securing, drafting or creating the Agreement on behalf of Institution is or becomes an employee or agent of Facility in any capacity.

C. Facility's rights and responsibilities:

- I. Facility will provide clinical observations/training opportunities for student assigned by District.
- II. Facility will coordinate with District instructors to arrange the student clinical schedules. District will have first right of refusal with respect to available dates and times for clinicals.
- III. Facility shall be responsible for developing and maintaining services to all of its patients including those patients involved in any Clinical, and the Facility will at all times provide an adequate, competent staff to be responsible for these services and they will not be performed by students except as they relate to the Clinical experience.
- IV. To the fullest extent permitted by law, Facility agrees to indemnify and save harmless District against any and all loss or expense, including attorney's fees and court costs, incurred by reason of claims made against District because of bodily injury, death or property damage arising out of or in consequence of the performance of the terms of this agreement, providing such claims arise solely out of the negligence or other conduct on the part of the Facility, its employees or agents.
- V. Facility shall procure and maintain, during the terms of this Agreement, a commercial general liability policy with limits of at least \$2,000,000 in the aggregate.

D. Contract Maintenance

- I. Each party shall be responsible for maintaining its accreditation, licensing and credentials, and those of its respective personnel and student and to provide evidence of such to the other party upon written request. Each party shall be responsible for notifying the other of any loss or reduction in its accreditation, licensing or credentials.
- II. The term of the Agreement is one year and shall renew automatically annually, unless a party objects to such renewal in writing at least sixty (60) days before the end of the initial term. Either party may terminate this Agreement, with or without cause, by giving the other party at least sixty (60) days written notice of termination prior to the commencement of the next succeeding semester of school term.
- III. A certificate of insurance shall be furnished to District upon request, which states that the above coverage is in force, and will continue in force throughout the term of the agreement.

District Name

(FACILITY NAME)

Superintendent Contact Name

Contact Name

Signature

Date signed

Signature

Date signed

Title

Title

Email

Email

DRAFT - For Public Comment

Non-Medical Standard Facility Agreement Example **District Name**

This Affiliation Agreement (“Agreement”) shall be effective XX-XX-XXXX (the “Effective Date”). The parties to this Agreement are East Valley Institute of Technology District #401 (“School”), and (“Facility”) listed below.

Facility:

Address:

This Agreement becomes effective when signed by both parties.

A. The parties agree:

- I.** District Name desires to provide internships for students enrolled in the XXXXX Program, under the supervision of an District Name instructor.
- II.** Facility has the facilities and personnel to provide internships with hands- on-training giving them some experience.
- III.** The parties agree to promote quality education and to seek to render the best service possible to the public.
- IV.** This agreement, its validity, performance, and all other questions, arising hereunder shall be governed and determined by the respective Governing Boards and the laws of the state that District Name, the educational institution, and the Facility in which the internship is being conducted are located.
- V.** Each party shall pay all of its own costs associated with its participation in the internship experience programs. Unless the Facility requests that the student internship experience be a paid internship, no monetary compensation shall be exchanged under this agreement and there shall be no charge for use of the Facility or participation by personnel pursuant to this agreement.
- VI.** The parties mutually agree that the relationship to exist between District Name and the Facility is not a joint venture but is an independent contract relationship and that neither shall be the agent of the other. The parties agree to promote quality education and patient care and to seek to render the best service possible to the public. Shared performance between Facility professional staff and students shall be encouraged as available during the internship experience. Publication of any materials, resulting from participation of any of the students under this Agreement, shall require written mutual consent or approval from both parties to this Agreement.
- VII.** The parties will comply with all applicable federal or state statutes or regulations pertaining to the confidentiality of student, employee and volunteer records and other private information. No party shall use or disclose any information about any student intern for any purpose other than the performance of this Agreement without the prior consent of the student intern or his/her representative.
- VIII.** This Agreement will be interpreted and governed by the law of the state of Arizona.

B. District Name's rights and responsibilities:

- I. District Name has the right to select learning experiences for student interns with input from Facility.
- II. District Name has the right, with the Facility's approval, to assign and transfer a student intern from one department to another to provide the student intern a better or meaningful experience.
- III. The number of students that District Name assigns will not exceed the Facility's capacity.
- IV. District Name hereby expressly agrees to comply with, and require that all Participants comply with any Facility rules, regulations and policies implementing the Health Insurance Portability and Accountability Act of 1996, Pub.L.No-101 ("HIPAA") requirements whether now or hereafter existing.
- V. The welfare, control, discipline, and activities of all student interns shall be the sole responsibility of District Name. To that end, District Name shall make and enforce uniform and adequate provisions in accordance with its policies. Provisions for transportation shall be the responsibility of the student interns in conformity with District Name policies. District Name will be responsible for tuition where applicable.
- VI. District Name shall be responsible for advising the student interns of their obligations under this Agreement, which shall include but not be limited to:
 - a. Complying with the administrative policies, standards, practices, parking rules and all other regulations in effect at the Facility that student interns receive notification of during orientation;
 - b. Wearing clothing that is clean and appropriate to the industry and the Facility's dress code, if there is one;
 - c. Reporting to the Facility on time;
 - d. Conforming to the standards and practices established by District Name while training at the Facility, to the extent that those standards and practices do not conflict with those of Facility;
 - e. Carrying photo ID with them at all times and presenting it to Facility personnel upon request.
- VII. District Name agrees to indemnify and save harmless, Facility against any and all loss or expense, including attorney's fees and court costs, incurred by reason of claims made against the Facility because of bodily injury, death or property damage arising out of or in consequence of the performance of the terms of this agreement, providing such claims arise solely out of the negligence or other conduct on the part of District Name, its employees, students, or agents.
- VIII. Under A.R.S. § 38-511, E District Name, a political subdivision of the state, may cancel this Agreement within three years after its execution without penalty or further obligation if any person significantly negotiating, securing, drafting or creating the Agreement on behalf of Institution is or becomes an employee or agent of Facility in any capacity.



- CTED Central Only
- Perkins + Satellite
- Perkins Only

Arizona Department of Education Quality and Compliance Monitoring Document

District/CTED Name _____

CTE Director/CTED Superintendent _____

CTE Program _____

CTE Program location _____

Teacher name(s) & Years teaching at site _____ / _____ / _____

_____ / _____ / _____

Date monitored _____

Quality level achieved _____ / 35

Final compliance result _____ / 12

Arizona Department of Education Quality Compliance Monitoring Document

The quality and compliance document has nine(9) elements and each element has compliance indicators and quality indicators. To complete the evaluation of compliance indicators, select either yes or no for each compliance indicator that has shown evidence to meet the indicator. To complete the evaluation of quality indicators, use the following simple 0-1 rubric to rate the program on each of the criteria organized under the elements for quality as either "Evident" "1" or "not Evident" "0". Use the boxes marked "Evidence" to record the sources of information and key components considered in order to determine the ratings. After rating each criterion within a particular element for compliance, indicate on the summary page which elements were not met for compliance. After rating each criterion within an element for quality, total the points earned for that quality element. Calculate percentage score by dividing the points earned by the total points possible for the quality element/each element's total possible points. Evidence to be provided will come from a district level or program level. The District level of documentation is indicated in the monitoring document by yellow highlight. The program level of documentation is indicated in the monitoring document by white/no highlight.

Quality Ratings Scale

Not at all achieved: No evidence of the criterion in the program. 0% to 69%

Basic Achievement: The criterion is minimally implemented in the program. 70% to 79%

For example:

- Implementation is just beginning.
- Implementation is evident infrequently.
- Implementation is evident in a small portion of the program.
- Access is limited to a small segment of students.

Proficient Achievement: The criterion is evident in the program but implementation is uneven or incomplete. 80% to 89%

For example:

- Only part of the criterion is evident.
- Implementation is evident part of the time, but not on a sustained and regular basis.
- Implementation is evident in portions of the program.
- Access is available to most, but not all students.

Distinguished Achievement: The criterion has been fully implemented throughout the entire program. 90% to 100%

For example:

- All Parts of the criterions are evident.
- Implementation is evident on a regular and sustained basis.
- Implementation is evident across all portions of the program.
- Access is available to all students.

1 Standards-Aligned and Integrated Curriculum and Engaging Instruction

This element addresses the development, implementation and revision of the program curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.

Compliance Indicator		Yes	No
a. The program curriculum shows evidence of: the technical standards, the professional skills, work based learning, CTSO integration, and academics integration being addressed in the program curriculum (curriculum must include ALL of the following)	<input type="checkbox"/> Technical standards <input type="checkbox"/> Professional skills <input type="checkbox"/> Work-based learning <input type="checkbox"/> CTSO integration <input type="checkbox"/> Academics integration (optional for non-Perkins CTED central)		
b. The curriculum allows for student application of technical skills meeting the 51% of required lab time.	<input type="checkbox"/> Lab schedules/Calendar		
Quality Indicator		(1) Evident	(0) Not Evident
c. Current program standards are publicly available and accessible to students, parents/guardians (as appropriate), partners and the public. (one upload if offered at multiple sites)	<input type="checkbox"/> Course syllabus / website / or other evidence please indicate:		
d. The program incorporates multiple forms of assessment, including performance-based assessment where students must demonstrate the application of their technical knowledge and skills. (per program site, exclude student information) (must include a minimum of two from the following list:)	<input type="checkbox"/> TSA data results showing use of assessment <input type="checkbox"/> Performance rubrics <input type="checkbox"/> Sample of assessments <input type="checkbox"/> 3rd party credential attainment <input type="checkbox"/> Sample of projects/work		
District or CTED:			
e. A written plan is in place for review of curriculum based on data or changes in technical standards.			
<input type="checkbox"/> Document attached			
TOTAL POINTS EARNED FOR QUALITY			

1. Standards-Aligned and Integrated Curriculum and Engaging Instruction

1. Notes:

1. Reviewer Notes:

DRAFT - For Public Comment

2. Prepared and Effective Program Staff

This element addresses the qualifications and professional development of program staff, including secondary CTE teachers.

Compliance Indicator		Yes	No
a. CTE program area meets appropriate state CTE area specific certification. <input type="checkbox"/> Copy of valid CTE teacher(s) certificate or screenshot of oasis page			
Quality Indicator		(1) Evident	(0) Not Evident
b. CTE teacher has professional development plan in place that include dates for professional development for report/certification. (must include ALL of the following) <input type="checkbox"/> Professional Development Plan - individual <input type="checkbox"/> Professional Development log - date and type			
c. CTE teacher(s) has earned an appropriate industry certification to offer to students in the program, program specific externship, industry experience, earned an advanced degree, or National Board Certified Teacher. (must include at least one of the following)(within the last 5 years) <input type="checkbox"/> Program specific Externship min 40 hours(within the last 5 years) <input type="checkbox"/> Program specific Industry Employment (within the last 5 years) <input type="checkbox"/> Industry Certificate(within the last 5 years) <input type="checkbox"/> Program Specific advanced degree (AS, AA, BS, BA, MS, MA, PhD, Community College Certificate of Proficiency)(within the last 5 years) <input type="checkbox"/> National Board Certification.			
District or CTED:			
d. CTE teachers have access to resources and support to implement all elements of a high-quality program. High quality – High-quality means meeting 90-100% of all quality indicators for a CTE program <input type="checkbox"/> Document attached			
e. The District or CTED has a professional development plan for CTE teachers. <input type="checkbox"/> Document attached			
TOTAL POINTS EARNED			

2. Prepared and Effective Program Staff

2. Notes:

2. Reviewer Notes:

DRAFT - For Public Comment

3. Access and Equity

This element addresses program promotion, student recruitment and strategies that support access and equity for various student populations, including by gender, race and ethnicity, and special population status (such as individuals with disabilities, English learners, homeless, youth in or out of foster care, youth with a parent in armed forces, economically disadvantaged, single parent, or nontraditional, out-of-workforce).

Compliance Indicator		Yes	No
District or CTED:			
a. Program is inclusive for special populations as drafted in Perkins. <input type="checkbox"/> Data includes all special populations enrollment in program (optional for non-Perkins CTED central)			
Quality Indicator		(1) Evident	(0) Not Evident
b. Curriculum, instruction, materials and assessments are free from bias and stereotypes associated with race, color, national origin, sex, and disabilities and are offered in ways that ensures all students have the opportunity to achieve success in the program, including through accommodations, as appropriate. <input type="checkbox"/> Curriculum, instructional or assessment materials.			
District or CTED:			
c. Career guidance or CTE recruitment materials is offered to all potential and current program participants in a manner that is free from bias, inclusive and non-discriminatory. (must include at least one of the following) <input type="checkbox"/> District or CTED professional development for staff on bias, equity and inclusion <input type="checkbox"/> Recruiting materials and all events that recruit students are free from bias. <input type="checkbox"/> Student registration materials free from bias			
d. Supportive services and supplementary aids, including transportation are available to CTE students with disabilities as well as other members of special populations. <input type="checkbox"/> Identify CTE specific district or CTED support services such as supplemental aids, transportation plan, instructional aids etc. (attach documentation)			
e. Appropriate actions are taken to eliminate barriers to extended learning experiences for CTE students such as work-based learning, CTSO participation and articulated credit, for all students, including special populations. <input type="checkbox"/> Identify actions taken to eliminate barriers for all students to participate in CTE: (attach documentation)			
TOTAL POINTS EARNED FOR QUALITY			

3. Access and Equity

3. Notes:

3. Indicator Reviewer Notes:

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4. Facilities, Equipment, Technology and Materials

This element addresses the alignment, appropriateness and safety of the physical/material components of the program, including laboratories, classrooms, computers, industry-specific equipment, and tools and supplies that support learning.

Compliance Indicator		Yes	No
a. Facilities, equipment, technology and materials used in the program reflect current workplace, industry and/or occupational practices and requirements and align to technical standards and the program objective. <input type="checkbox"/> Program inventory spreadsheet/form by site			
Quality Indicator		(1) Evident	(0) Not Evident
b. Facilities, equipment, technology and materials meet standards for occupational safety and health in the related industry, as appropriate (must include ALL of the following) <ul style="list-style-type: none"> <input type="checkbox"/> Equipment and facilities are clean and organized (images, video or visual review as appropriate) <input type="checkbox"/> Equipment is set up and functional (images, video or visual review as appropriate) <input type="checkbox"/> Review of facilities and equipment for safety (images, video or visual review as appropriate) <input type="checkbox"/> Review of facilities for accessibility, adaptability (images, video or visual review as appropriate) 			
District or CTED:			
c. District or CTED provides appropriate use of facilities, equipment, technology and materials within the program. <input type="checkbox"/> Observed in facilities (images, video or visual review as appropriate)			
d. Processes are defined and resources provided to regularly inspect, update and replace facilities, equipment, technology and materials. <input type="checkbox"/> Documentation attached			
e. Identify example(s) of the District or CTED working with program(s) to maximize student access to relevant facilities, equipment, technology or materials through partnerships or flexible delivery models as appropriate. <input type="checkbox"/> Documentation attached			
TOTAL POINTS EARNED FOR QUALITY			

4. Facilities, Equipment, Technology and Materials

4. Notes:

4. Reviewer Notes:

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5 Business and Community Partnerships

This element addresses business and community partner recruitment, partnership structure and the wide variety of activities partners should be engaged in to support the program and ensure programs are aligned with workforce needs.

Compliance Indicator		Yes	No
a. The program has a formalized, structured approach to coordinating partnerships, such as an advisory board or sector partnership. <input type="checkbox"/> Advisory minutes indicating industry and business partners and community members with action items.			
Quality Indicator		(1) Evident	(0) Not Evident
b. Representatives of the CTE program actively conduct outreach activities to develop partnerships to ensure the program is informed by employer and community needs. (must include at least one of the following) <input type="checkbox"/> Business contact log <input type="checkbox"/> Action items completed during the year			
c. Partnerships for the program are formed with a diverse range of stakeholders who represent differing perspectives, including employers from businesses; industry representatives; community, workforce and economic development agencies; and other education stakeholders. <input type="checkbox"/> Stakeholder list indicating contact information and position			
d. Partners support the program in financial or technical supportive ways to meet program goals. <input type="checkbox"/> Documented financial or technical support received.			
e. Partners help to evaluate the effectiveness of the program in preparing students for further education and careers. <input type="checkbox"/> Program level evaluation with documentation of partner input/recommendations (not CLNA)			
TOTAL POINTS EARNED FOR QUALITY			

5. Business and Community Partnerships

5. Notes:

5. Reviewer Notes:

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6 Student Career Development

This element addresses strategies that help students gain career knowledge and engage in education and career planning, decision-making, including career counseling, career assessments, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services.

Compliance Indicator	Yes	No
<p>District or CTED:</p> <p>a. District or CTED provides career exploration to the middle grades (anytime during 5-9th grade). (must include at least one of the following)(optional for non-Perkins CTED central programs)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum or lessons <input type="checkbox"/> District or CTED schedule for career exploration <input type="checkbox"/> Identify activities that counselors or career specialists are involved to provide awareness and promote CTE career pathways 		
Quality Indicator	(1) Evident	(0) Not Evident
<p>b. Students in the program and their parents/guardians (as appropriate) are provided current information on extended learning experiences available through the program, such as work-based learning, CTSO participation and articulated credit. (must include at least one of the following)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Syllabus includes extended learning experiences. ie. work-based learning, CTSO participation, articulated credit. <input type="checkbox"/> Career center on campus with CTE evidence of career pathways including CTE program specific data on trends, pamphlets (such as brochures, apprenticeship info, banners, etc.) (images, video or visual review as appropriate) 		
<p>c. Students in the program and their parents/guardians (as appropriate) are provided current information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities. (must include at least one of the following)</p> <ul style="list-style-type: none"> <input type="checkbox"/> District or CTED resources for students <input type="checkbox"/> Career center on campus with CTE evidence of career pathways including CTE program specific data on trends, pamphlets (such as brochures, apprenticeship info, banners, etc.) (images, video or visual review as appropriate) 		
<p>District or CTED:</p>		
<p>d. Students in the program have access to job search information, career center, online resources, and counselors. (must include at least one of the following)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Career center on campus <input type="checkbox"/> Career specialist are available to assist students <input type="checkbox"/> Counselor assist students through workshops 		
<p>e. School counselors have access to professional development and up-to-date information on CTE programs extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.</p> <ul style="list-style-type: none"> <input type="checkbox"/> District or CTED utilizes CTE funds to support counselor CTE related professional development. <input type="checkbox"/> Counselors are included in District or CTED CTE professional development and conferences 		
<p>TOTAL POINTS EARNED FOR QUALITY</p>		

6. Student Career Development

6. Notes:

6. Reviewer Notes:

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7 Career and Technical Student Organizations (CTSOs)

This element addresses state approved CTOS, which are organizations for individuals enrolled in CTE programs that engage in activities as an integral part of the instructional program, including the delivery and availability of CTOS opportunities for student skill and leadership development.

Compliance Indicator		Yes	No
<p>a. The CTOS local chapter is properly registered annually with their approved CTOS association which includes submitting chapter by-laws, a chapter program of work, membership, officer list, and have the CTE teacher serve as the local advisor (must submit ALL of the following to state CTOS Advisor, by individual CTE program) Select each box indicating that documentation have been submitted to the state advisor.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Membership Invoice from national or state office <input type="checkbox"/> 2. Chapter bylaws or Constitution <input type="checkbox"/> 3. List of Chapter officers <input type="checkbox"/> 4. Local chapter advisor is CTE teacher <input type="checkbox"/> 5. At least two meeting minutes <input type="checkbox"/> 6. Program of work/leadership 			
Quality Indicator		(1) Evident	(0) Not Evident
<p>b. The Annual CTOS chapter submission indicates:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Participation in leadership conferences and leadership development activities <input type="checkbox"/> 2. Advocacy and marketing for CTOS <input type="checkbox"/> 3. Participation in community service activities. <input type="checkbox"/> 4. Participation in competitive events for students (either hosted at a local school using CTOS guidelines or a CTOS state sponsored competition). 			
TOTAL POINTS EARNED FOR QUALITY			

7. Career and Technical Student Organizations (CTSOs)

7. Notes:

7. Reviewer Notes:

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8. Work-based Learning

This element addresses the delivery of a continuum of work-based learning involving sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate, and include a range of activities such as lab simulations, school-based enterprises, internships and apprenticeships.

Compliance Indicator		Yes	No
a. Work-based learning experiences are accessible to every student at some point during the program. <input type="checkbox"/> Course information or curriculum indicating where WBL occurs in the program provided			
b. Work-based learning experiences are supervised by appropriately certified CTE staff (not necessarily the program teacher) (Cooperative/diversified cooperative education requires cooperative endorsement.) (must include one of the following) <input type="checkbox"/> CTE teacher certification <input type="checkbox"/> CTE teacher certification with cooperative education endorsement			
Quality Indicator		(1) Evident	(0) Not Evident
c. Work based learning experiences are provided through delivery methods that maximize meaningful work based experiences. Indicate the following by documentation: <input type="checkbox"/> Provide program specific, detailed explanation and examples of what occurs in the work based learning.			
d. Requirements and procedures for work-based learning experiences are formalized following the AZ work based learning guide. <input type="checkbox"/> Program specific requirements and procedures for work-based learning			
e. CTE Program specific per site annual report of WBL activities. (WBL must be relevant to the program and must include at least one of the following) <input type="checkbox"/> Program specific annual report of work-based learning <input type="checkbox"/> Review and summary of program specific of accomplishments, number of opportunities, number of students participating and locations of WBL (i.e. simulations/projects, business name, school store, etc.)			
TOTAL POINTS EARNED FOR QUALITY			

8. Work-based Learning

8. Notes:

8. Reviewer Notes:

DRAFT - For Public Comment

9 Data and Program Improvement at District or CTED Level
 This element addresses collection, reporting and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data.

Compliance Indicator	Yes	No
District or CTED: Perkins Recipient- District Performance Measures OR CTED-per ARS 15.393.01A, Performance Profiles		
a. The District or CTED meets the state determined level of performance (SDLP). (must include ONE of the following)		
<input type="checkbox"/> District performance measures or CTED Performance Profiles - evidence showing attainment <input type="checkbox"/> Copy of improvement plan if SDLP not met		
b. Labor market information, student data, and Comprehensive Local Needs Assessment (CLNA) is used to inform program decision-making and support program improvement.		
<input type="checkbox"/> Comprehensive local needs assessment as submitted in grant (CLNA) (CTED's excluded)		
Quality Indicator	(1) Evident	(0) Not Evident
c. Program meets state determined level of performance (SDLP or CTED Achievement Profile). (must include ALL of the following) (based on program SDLP current data available) Perkins Recipient Only		
<input type="checkbox"/> Data that includes all students Program Performance measures results: <input type="checkbox"/> 1S1 Graduation Rate <input type="checkbox"/> 2S1 Reading/Language Proficiency <input type="checkbox"/> 2S2 Mathematics Proficiency <input type="checkbox"/> 2S3 Science Proficiency <input type="checkbox"/> 3S1 Placement <input type="checkbox"/> 4S1 Nontraditional <input type="checkbox"/> 5S1 Industry Recognized Credential <input type="checkbox"/> 5S4 Technical Skills Assessment or CTED Achievement profile per 15-393.01A <input type="checkbox"/> Graduation Rate <input type="checkbox"/> Completion Rate <input type="checkbox"/> Technical Skills Assessment <input type="checkbox"/> Industry Credential or Community College Certificate earned <input type="checkbox"/> Placement		
District or CTED:		
d. CTE staff and teachers have access to relevant, valid and reliable data disaggregated by gender, race and ethnicity, and special population status, thus facilitating the comparisons of access and performance among sub-populations and with the general student population and the identification of equity gaps on all students participating in the program.		
<input type="checkbox"/> List of CTE staff and teachers with access to TSA data		
e. There is a formal process in place for the systematic and continuous use of data, such as student access and performance data and program evaluation results, for program improvement, including addressing equity gaps.		
<input type="checkbox"/> Program improvement plan based on CLNA or TSA data		
f. A district or CTED professional development plan is in place to teach CTE staff and teachers how to use and analyze data for program improvement.		
<input type="checkbox"/> District or CTED professional development plan, documentation, and attendance on the use of data by CTE teachers and CTE staff for program improvement		
TOTAL POINTS EARNED FOR QUALITY		

9. Data and Program Improvement at District or CTED Level

9. Notes:

9. Reviewer Notes:

DRAFT - For Public Comment

District or CTED:

Location:

Program:

TOTAL for Compliance Indicators	Compliance Indicators Required	Compliance Indicators Evident
1. Standards-aligned and Integrated Curriculum	2	
2. Prepared and Effective Program Staff	1	
3. Access and Equity	1	
4. Facilities, Equipment, Technology and Materials	1	
5. Business and Community Partnerships	1	
6. Student Career Development	1	
7. Career and Technical Student Organizations (CTSOs)	1	
8. Work-based Learning	2	
9. Data and program improvement at District or CTED level meets all elements of an approved program (Compliance Indicator for Perkins only Recipients)	2	
TOTAL COMPLIANCE INDICATORS (For state CTED only central program compliance, must meet all compliance indicators for elements 1-9)	<u>12</u>	

Compliance Summary (for indicators not met, District or CTED has **30 days** from date of review to provide evidence.)

TOTAL for Quality Indicators	Quality Points Possible	Quality Points Earned
1. Standards-aligned and Integrated Curriculum	4	
2. Prepared and Effective Program Staff	4	
3. Access and Equity	4	
4. Facilities, Equipment, Technology and Materials	4	
5. Business and Community Partnerships	4	
6. Student Career Development	4	
7. Career and Technical Student Organizations (CTSOs)	4	
8. Work-based Learning	3	
9. Data and Program Improvement at District or CTED level meets all elements of an approved program (Compliance Indicator for Perkins only Recipients)	4	
TOTAL QUALITY POINTS	<u>35</u>	

OVERALL QUALITY PERCENTAGE SCORE	%
Not achieved: 69% and below Basic: 70% to 79% Proficient: 80% to 89% Distinguished: 90% and Above	

Notes

Instructor interview Comments

Number of years teaching program, program challenges, Program challenges, program successes. Etc.

District or CTED CTE Director interview comments

Number of years program offered, District or CTED challenges, successes, etc.

Evaluator Comments

DRAFT - For Public Comment



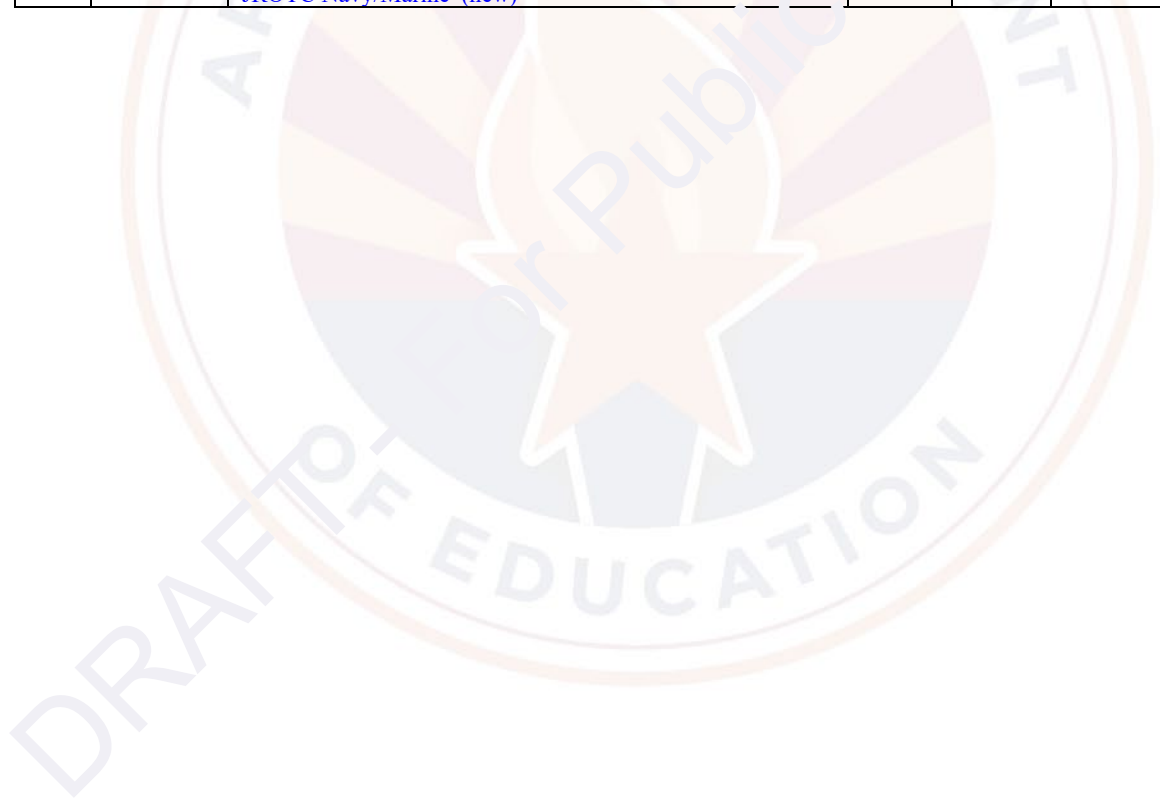
Appendix I: CTE Program Lists

Rank	CIP Code	CTE Program list	Carnegie Units Required	Non-Traditional	CTSO
5	47.0701.00	Energy Systems (new)	2	Female	SkillsUSA
5	47.0300.00	Heavy Industrial Maintenance (new)	2	Female	SkillsUSA
5	46.0503.00	Plumbing (new)	2	Female	SkillsUSA
5	52.0201.00	Business Management	2	*	FBLA
5	52.0408.00	Business Operations	2	*	FBLA
5	51.0600.00	Dental Assisting	2	Male	HOSA
5	46.0301.00	Electrical and Power Transmission Installation	2	Female	SkillsUSA
5	51.0904.00	Emergency Medical Services	2	Female	HOSA
5	49.0202.00	Heavy Equipment Operations	2	Female	SkillsUSA
5	51.0802.00	Laboratory Assisting	2	*	HOSA
5	52.1801.00	Marketing	2	*	DECA
5	51.0801.00	Medical Assisting Services	2	Male	HOSA
5	51.0707.00	Medical Records Technologies	2	*	HOSA
5	51.3902.00	Nursing Services	2	Male	HOSA
5	51.0805.00	Pharmacy Support Services	2	Male	HOSA
4	52.0301.00	Accounting	2	*	FBLA
4	46.0201.00	Carpentry	2	Female	SkillsUSA
4	46.0415.00	Construction Technologies	2	Female	SkillsUSA
4	50.0605.00	Digital Photography	2	*	FBLA/SkillsUSA
4	47.0201.00	Heating, Ventilation and Air Conditioning	2	Female	SkillsUSA
4	51.2602.00	Home Health Aide	2	Male	HOSA
4	51.1502.00	Mental and Social Health Technician	2	Male	HOSA
4	48.0510.00	Precision Machining	3	Female	SkillsUSA
4	51.0913.00	Sports Medicine and Rehabilitation	2	Male	HOSA
4	48.0508.00	Welding Technologies	2	Female	SkillsUSA
3	36.0202.00	Air Transportation	3	Female	SkillsUSA
3	47.0608.00	Aircraft Mechanics	3	Female	SkillsUSA
3	15.1303.00	Architectural Drafting	2	Female	SkillsUSA
3	14.4201.00	Automation and Robotics	2	Female	SkillsUSA
3	47.0603.00	Automotive Collision Repair	3	Female	SkillsUSA
3	47.0604.00	Automotive Technologies	3	Female	SkillsUSA
3	12.0500.00	Community Arts	2	Female	FCCLA
3	47.0613.00	Diesel Engine Repair	3	Female	SkillsUSA
3	13.1210.00	Early Childhood Education	2	Male	FCCLA
3	13.1200.00	Education Professions	2	*	FCCLA
3	14.1001.00	Electronic Technologies	3	Female	SkillsUSA
3	15.1302.00	Electronics Drafting	2	Female	SkillsUSA
3	15.1000.00	Engineering	3	Female	SkillsUSA
3	52.1900.20	Fashion Design and Merchandising	2	*	FCCLA
3	50.0602.00	Film and TV Production	2	Female	FBLA/SkillsUSA
3	52.0801.00	Finance	2	*	FBLA/DECA
3	52.0900.00	Hospitality Management	2	*	FCCLA/DECA
3	50.0408.00	Interior Design (previously Interior Design and Merchandising)	2	*	FCCLA
3	43.0100.00	Law and Public Safety	2	Female	SkillsUSA
3	11.1999.00	Network Security	2	Female	FBLA/SkillsUSA
3	11.0202.00	Software and App Design	2	*	FBLA/SkillsUSA



ARIZONA DEPARTMENT OF
EDUCATION

3	15.1202.00	Technology Devices Maintenance	2	Female	FBLA/SkillsUSA
3	51.3501.00	Therapeutic Massage	2	Male	HOSA
3	01.8301.00	Veterinary Assisting	3	Male	FFA/HOSA
2	01.0000.00	AgriScience	3	*	FFA
2	41.0100.00	Bioscience	2	*	HOSA/FFA
2	48.0703.00	Cabinetmaking	2	Female	SkillsUSA
2	12.0400.00	Cosmetology and Related Services	2	Male	SkillsUSA
2	10.0304.00	Digital Animation	2	*	FBLA/SkillsUSA
2	10.0200.20	Digital Printing	2	Female	SkillsUSA
2	15.1306.00	Mechanical Drafting	2	Female	SkillsUSA
2	15.0307.00	Music and Audio Production	2	Female	SkillsUSA
1	09.0702.00	Digital Communication	2	*	FBLA/SkillsUSA
1	43.0202.00	Fire Service	2	Female	SkillsUSA
1	50.0409.00	Graphic Design	2	*	FBLA/SkillsUSA
1	50.0599.00	Stagecraft	2	*	SkillsUSA
1	28.0101.00	JROTC Airforce/Spaceforce (new)	2	Female	JROTC/SkillsUSA
1	28.0301.00	JROTC Army (new)	2	Female	JROTC/SkillsUSA
1	28.0401.00	JROTC Navy/Marine (new)	2	Female	JROTC/SkillsUSA





(Appendix J: Professional Skills):

Arizona CTE Professional Skills Standards

Standards, Measurement Criteria and Core Actions

The Arizona CTE Quality Commission, formerly known as Arizona Skill Standards Commission, is made up of business and industry and workforce development leaders who worked with Arizona Department of Education during 2010-2011 to discuss needed workplace skills. The Commission conducted 11 focus groups throughout the state of Arizona to discuss workplace skills. The nine Arizona Workplace Employability Skills were agreed upon in Fall 2011 and in 2018 the Arizona Department of Education renamed the Arizona Workplace Employability Skills “**Arizona CTE Professional Skills.**” Approved by the Arizona CTE Quality Commission in 2002; revised to include individuals with disabilities.

1.0	<p>COMPLEX COMMUNICATION: Employs complex communication * skills in a manner that adds to organizational productivity.</p> <p>*Complex Communication refers to the need to combine traditional communication skills with technical workplace content transmitted via rapidly evolving technologies to increasingly diverse audiences.</p>
1.A	<p>Masters core communication skills for the workplace.</p> <ul style="list-style-type: none"> • Delivers content accurately • Persuades others • Uses communication style appropriate to audience and situation • Listens actively <p>Resolves conflicts</p>
1.B	<p>Communicates effectively in a diverse work environment.</p> <p>Communicates with diversity in mind</p>
1.C	<p>Uses technologies and social media for workplace communication.</p> <ul style="list-style-type: none"> • Exercises competence in using technology • Upholds the brand • Follows applicable laws and regulations <p>Matches technology to content</p>
1.L	<p>Foundational communication skill check points</p> <ul style="list-style-type: none"> ✓ Writes in languages required by employer ✓ Speaks in languages required by employer ✓ Demonstrates reading comprehension ✓ Presents with confidence ✓ Practices interpersonal skills <p>Uses workplace technologies</p>



2.0	<u>COLLABORATION:</u> Collaborates, in person and virtually, to complete tasks aimed at organizational goals.
2.A	Commits to achieving collective goals. <ul style="list-style-type: none"> • Contributes personal strengths • Respects contributions of others • Contributes to an environment of collaboration Ensures diversity in collaboration
2.B	Promotes an environment of trust. <ul style="list-style-type: none"> • Builds team relationships • Takes responsibility for role on team Manages information with sensitivity
2.C	Optimizes technology to collaborate with others. Adopts technology to promote collaboration
3.0	<u>THINKING AND INNOVATION:</u> Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions.
3.A	Defines a problem in the workplace. <ul style="list-style-type: none"> • Describes • Diagnoses Uses resources to define a problem
3.B	Practices inquiry and reflection (I/R) to take action in the workplace. <ul style="list-style-type: none"> • Maintains an attitude of openness • Explores for deeper understanding • Uses resources for inquiry and reflection (I/R) Evaluates self
3.C	Takes action supported by evidence and reasoning to explain conclusions and accomplish work. <ul style="list-style-type: none"> • Composes a plan • Constructs a model (visual, symbolic, or linguistic) • Makes decisions • Uses tools strategically Argues a case
3.D	Transfers knowledge and skills from one work situation to another. Builds capacity to transfer skills
3.E	Creates/innovates to improve workplace productivity. Builds capacity to create/innovate



4.0	PROFESSIONALISM: Conducts self in an appropriate manner reflective of the organizational expectations.
4.A	<p>Adheres to organizational protocol related to behavior, appearance, and communication.</p> <ul style="list-style-type: none"> • Communicates with technical language • Communicates according to organizational standards • Satisfies customers <p>Professionalism Preliminary Checklist</p>
4.B	<p>Manages time in accordance with organizational expectations.</p> <ul style="list-style-type: none"> • Uses time productively • Balances accuracy and speed • Organizes work for the allotted timeframe • Prioritizes tasks <p>Collaborates and works alone to deliver on time</p>
4.C	<p>Represents the organization in a positive manner.</p> <ul style="list-style-type: none"> • Communicates mission and position • Aligns with organizational values • Manages resources to benefit the organization <p>Communicates core values of the profession</p>
4.D	<p>Performs assigned tasks with a “can do” attitude.</p> <p>Performs work with a positive attitude</p>
4.E	<p>Behaves in a way that distinguishes between personal and work-related matters.</p> <p>Demonstrates respect for personal and professional boundaries</p>
4.F	<p>Produces work that reflects professional pride.</p> <ul style="list-style-type: none"> • Produces high quality work • Acts as a team member • Performs/produces with precision • Continues to develop skills and connections <p>Takes initiative to improve work</p>



5.0	<u>INITIATIVE AND SELF-DIRECTION</u> : Exercises initiative and self-direction in the workplace.
5.A	Functions independently within the organizational structure. <ul style="list-style-type: none"> • Performs necessary tasks • Strives to improve personal delivery of services • Improves personal performance/ behaviors continuously Initiative & Self-Direction Preliminary Checklist
5.B	Adapts to changing conditions and expectations in the organization. <ul style="list-style-type: none"> • Adjusts to change • Cooperates respectfully with colleagues Maintains productivity
5.C	Pursues career advancement opportunities within an organization or field. <ul style="list-style-type: none"> • Articulates requirements for job openings • Prepares for career advancement • Pursues formal learning opportunities • Builds learning relationships Applies new resources
5.D	Generates innovative ideas, methods, or devices contributing to organizational resources and goals. <ul style="list-style-type: none"> • Innovate to improve productivity • Recommends improvements on processes, products, services Uses technology to increase productivity/profits
5.E	Exercises leadership in the workplace. <ul style="list-style-type: none"> • Engages individual strengths • Manages work plans • Plans for unanticipated challenges Pursues workplace solutions/improvements





6.0	<u>INTERGENERATIONAL AND CROSS-CULTURAL COMPETENCE:</u> Interacts effectively with different cultures, generations, and individuals with disabilities to achieve organizational mission, goals, and objectives.
6.A	Uses relevant communication that creates cultural synergy in the workplace. <ul style="list-style-type: none"> Adapts communication style to engage diverse others Adapts communication style to engage other generations
6.B	Contributes to an environment of acceptance and inclusion that enables different cultures, generations, and individuals with disabilities to work together. <ul style="list-style-type: none"> Demonstrates respect through interactions and behaviors. Addresses challenges with sensitivity for intergenerational, cross-cultural, and individuals with disabilities Celebrates achievements and contributions of diverse others Functions comfortably in the global marketplace Relies upon the wisdom and experience of others to accomplish work Addresses intergenerational tensions
6.C	Respects generational differences related to the use of technology in the workplace. <ul style="list-style-type: none"> Selects from technological and non-technological methods/tools to communicate across generations
7.0	<u>ORGANIZATIONAL CULTURE:</u> Functions effectively within an organizational culture.
7.A	Navigates organizational structures and systems. Fits work performance to the organizational structure
7.B	Embodies organizational values. Works in a manner that reflects organizational values
7.C	Performs work that advances organizational growth and success. Contributes to organizational success



8.0	LEGAL AND ETHICAL PRACTICES: Observes laws, rules, and ethical practices in the workplace.
8.A	Respects the organization's physical and intellectual property. <ul style="list-style-type: none"> • Takes responsibility for the workplace Protects the organization's intellectual property
8.B	Demonstrates loyalty to the organization, its mission, and resources. Demonstrates loyalty to the organization
8.C	Maintains a safe work environment. <ul style="list-style-type: none"> • Addresses harmful conditions in the workplace • Follows procedure for reporting unsafe conditions Receives risk management training
8.D	Adheres to the policies and procedures of the organization. <ul style="list-style-type: none"> • Acts in accord with policies and procedures • Acts in accord with legal and ethical practices Receives training in policies and procedures
8.E	Adheres to applicable local, state, federal, and international laws and regulations. <ul style="list-style-type: none"> • Applies required laws and regulations in the workplace • Complies with employment laws Applies laws and regulations unique to the industry
8.F	Takes responsibility for one's actions in the workplace. <ul style="list-style-type: none"> • Prioritizes time • Resolves own work problems and errors Takes responsibility for own communication
8.G	Manages/uses resources for the good of the organization. Uses organization's resources prudently
8.H	Acts with integrity (honest, reliable, and trustworthy.) Performs with honesty and reliability in a trustworthy manner
8.I	Interacts respectfully with co-workers and customers. <ul style="list-style-type: none"> • Handles information appropriately Works to create an equitable workplace
9.0	FINANCIAL PRACTICES: Applies knowledge of finances for the profitability and viability of the organization.
9.A	Exercises prudence in personal finance as it relates to employment. Manages personal finances responsibly
9.B	Articulates financial goals and strategies of the organization. Communicates organizational financial goals
9.C	Contributes to organizational profitability through knowledge of finances. <ul style="list-style-type: none"> • Acts prudently with organizational resources • Maintains current knowledge of salary and benefits Relates work performance to company profitability



Appendix K - Local Grants Application Questions

Post-Secondary Application Questions

Please provide a short description of your project in one to two paragraphs: (Text Box)

General Education Provisions Act (GEPA)

OMB Control Number 1894-0005

Expiration 2/28/2026

GEPA Section 427 Requirements

Equity for students, educators, and other program beneficiaries

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program.

To address this provision and receive funding, LEAs must provide responses to the following:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity. *Applicants are not required to have mission statements or policies that align with equity in order to submit an application. (Text Box)*
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries? *Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity including but not limited to barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, homeless status or housing insecurity, pregnancy, parenting or caregiving status, and sexual orientation. (Text Box)*
3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity? (Text Box)
4. What is your timeline, including targeted milestones, for addressing these identified barriers? (Text Box)



Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information.

The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to FeedbackMgr@ed.gov and reference OMB Control Number 1894-005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.

Assurances:

The community college district provides assurances to the Arizona Department of Education that it has read, understood and will abide by the requirements of the Strengthening CTE for the 21st Century Act of 2018.

Program Assurances
*The college agrees to the following Program Assurances:
<input type="radio"/> Yes <input type="radio"/> No
1) Eligible recipients will annually evaluate their Career and Technical Education Programs to assess progress of all students, including special populations, in meeting Arizona’s core indicators of performance [§123(b)(1)]. Special populations are defined as “...individuals with disabilities, individuals from economically disadvantaged families, nontraditional students, single parents, out of workforce individuals, English learners, homeless students, youth in foster care or who have aged out and youth with a parent on active military duty.
2) Individuals who are members of special populations will be provided equal access to the full range of CTE activities and programs available to individuals who are not members of special populations and will not be discriminated



<p>against on the basis of their status as members of special populations [§122(c)(2)].</p>
<p>3) Individuals who are members of special populations and are identified as needing appropriate supplemental support services, strategies, and activities will receive services to enable those individuals to meet or exceed state adjusted levels of performance and to prepare them for further learning and high skill, high wage, or high demand careers [§122(c)(2)].</p>
<p>4) Eligible recipients will assure provision of a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education and provide services and activities that are of sufficient size, scope, and quality to be effective [§135(b)].</p>
<p>5) Eligible recipients will assure the provision of career exploration and career development activities through an organized, systematic framework designed to aid students (including in the middle grades) before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education, career opportunities, and programs of study [§135(b)(1)].</p>
<p>6) The college agrees to submit, on a timely basis, periodic reports of progress as part of participating in the Federal Postsecondary Perkins Grant.</p>

<p>Fiscal Assurances</p>
<p>*The college agrees to the following Fiscal Assurances:</p> <ul style="list-style-type: none"> ○ Yes ○ No
<p>1) Eligible recipients will comply with all requirements of this title and State Plan, including the provision of a financial audit of funds received under this title [§122(d)(10)(A) and 2 CFR 200.504].</p>
<p>2) The recipient assures compliance with Arizona Department of Education CTE Equipment Guidelines. None of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity or any affiliate. [§122(d)(13)(B)]</p>
<p>3) Eligible recipients agree to maintain financial records, supporting documents and all other records pertinent to this title for three years from the date of the approved Completion Report. If any litigation, claim or audit is started before the expiration of the three year period, the records must be maintained until resolved and final action taken [2 CFR 200.333].</p>



- | |
|--|
| 4) Eligible recipients will assure that funds made available under this title shall supplement, not supplant, non-Federal funds utilized to carry out career and technical education activities [§211(a)]. |
| 5) Eligible recipients assure that no funds under this title will be used to support the costs of entertainment (including amusement, diversion, and social activities) and associated costs except where specific costs (that might otherwise be considered entertainment) have a programmatic purpose and are authorized by prior written approval from the ADE [2 CFR 200.438]. |
| 6) Eligible recipients confirm that changes to this title will only occur during the period of performance and after the ADE designates an application “substantially approvable” [34 CFR 76.703 and 2 CFR 200.309]. |
| 7) Eligible recipients confirm that changes made to this title for salaries and wages are based on records that accurately reflect the work performed [2 CFR 200.430(i)]. |

Accountability Assurances
*The college agrees to the following Accountability Assurances:
<ul style="list-style-type: none"> ○ Yes ○ No
1. Eligible recipients will provide the ADE with data that is complete, accurate and reliable as a part of the required data collection activities. [§113(b)(3)(C)].
2. Eligible recipients will develop an Improvement Plan if at least 90% of the State Determined Levels of Performance (SDLP) is not met [§122(b)]. Improvement plans will be submitted through the grant application for review and approval by the assigned Grant Program Specialist
3. The college will submit periodic progress reports as part of the Federal Perkins Grant reporting requirements. ADE will conduct site visits to review the progress being made towards reaching the grant objectives and the State Determined Levels of Performance.
4. The college will make a good faith effort to effect remediation of the identified deficiencies (improvement objectives) and submit accurate data reports on a timely basis or risk interruption or possible loss of all CTE funding.

Federal Perkins Requirements:

The college agrees to comply with the following Federal Perkins requirements:



- Yes
- No

These are the Career and Technical Education Federal Perkins Requirements to be regularly reviewed, addressed, and met throughout the project period. Read these requirements and select College agrees.

The Community College hereby assures to the Arizona Department of Education that it will comply with the Federal Perkins Requirements listed below:

LOCAL PLAN FOR CTE

The community college will conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application. The comprehensive needs assessment must be completed not less than once every two years [§134(c)(1)(A-B)]. Provide a coherent sequence of instruction in career and technical education programs. Provide a list of all CTE programs and related courses offered in the coherent sequence of instruction to deliver all state designated standards. Please also see Grant's Management Resource Library for §134 Local Application for Career and Technical Education Programs.

PERFORMANCE LEVELS

Carry out career and technical education programs to meet the State Determined Levels of Performance (SDLP) [§ 122(v) and §113(b)]. Develop a means to analyze and review CTE programs, including assessments of how the needs of special populations are being met [§134(b)(5) and §134(b)(9)].

SKILL ATTAINMENT

Provide within the career and technical education programs the skills necessary to pursue careers in high skill, high wage or in-demand industry sectors or occupations [§135(b)(3)]. Support integration of academic skills into career and technical education programs and programs of study to support participants at the secondary school level in meeting the challenging State academic standards adopted under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and support participants at the postsecondary level in achieving academic skills [§135(b)(4)].

PROGRAM IMPROVEMENT

Each eligible agency shall evaluate, using the local levels of performance described in



§134(b)(4), the career and technical education activities being supported through the receipt of funding. The eligible recipient shall develop and implement a program improvement plan that includes an evaluation of the performance disparities or gaps identified under §113(3)(C)(ii)(II) and action that will be taken to address such gaps.

INVOLVE STAKEHOLDERS

In conducting the comprehensive local needs assessment and developing the local application, an eligible recipient shall involve a diverse body of stakeholders [§134(d)].

ASSESS/PROGRESS/SUCCESS FOR SPECIAL POPULATIONS

Eligible recipients will provide activities that prepare special populations for high skill, high wage, or in demand industry sectors or occupations that will lead to self-sufficiency, prepare participants for nontraditional fields, provide equal access for special populations to career and technical education and ensure that members will not be discriminated against on the basis of their status as members of special populations [§134(b)(5)]. Special populations include all of the following: individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for nontraditional fields, single parents, out-of-workforce individuals, English learners, homeless individuals, youth in foster care or who have aged out of foster care and students with active-duty military parent(s) [§135(b)(5)].

NONTRADITIONAL TRAINING

Eligible recipients will prepare career and technical education participants for Nontraditional fields of work. Nontraditional fields are occupations or fields of work which individuals from one gender comprise less than 25% of the workforce population [§135(b)(5)(B)].

PROFESSIONAL DEVELOPMENT

Eligible recipients will provide professional development related to the provision of career and technical education services for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors or paraprofessionals [§135(b)(2)].

ARTICULATION



Plan and carry out elements that support the implementation of career and technical education programs and programs of study that result in increasing student achievement [§134(b)(5)].

CAREER GUIDANCE

Provide career exploration and career development activities through an organized systematic framework designed to aid students, including the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study [§134(b)(1)].

FACULTY RECRUITMENT AND RETENTION

Eligible recipients will coordinate with institutions of higher education to support the recruitment, preparation, retention and training, including professional development, of teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals who meet applicable State certifications and licensure requirements, including individuals from groups underrepresented in the teaching profession. [§134(b)(8)].

Desk Monitoring – Fiscal Assurances

By responding to these questions, the college is providing evidence to the Arizona Department of Education regarding their compliance with the fiscal requirements of the Strengthening Career and Technical Education for the 21st Century Act. In reference to the most recent grant application, please respond to the following questions.

FINANCIAL AUDIT:

Eligible recipients will comply with all requirements of this title and State Plan, including the provision of financial audit of funds received under this title [§122(d)(13)(A)].

1. What is the date of the most recent annual college audit conducted by an independent CPA and the name of the firm? ((Date Calendar Selection Box and Text Box)
2. Describe all audit exceptions of the college's Federal Perkins Grant funds, If none, use N/A. (Text Box)



3. Are you requesting a monitoring/technical assistance visit in support of your Federal employee or relative of a district employee?
- Yes
 - No

FINANCIAL BENEFIT:

None of the funds expended under this title will be used to acquire equipment (including computer software) for any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the college, the employees of the college or any affiliate[§122(d)(13)(B)].

1. Were items purchased with Federal Perkins funds from a vendor that employs a college employee or relative of a college employee?
 - Yes
 - No
2. If "YES" to above, provide explanation and corrective action plan to address deficiency. (Text Box)
3. Were items purchased with Federal Perkins funds from a vendor in which a district employee has a financial investment?
 - Yes
 - No
4. If "YES" to above, provide explanation and corrective action plan to address deficiency. (Text Box)

ENTERTAINMENT COSTS:

Costs of entertainment (including amusement, diversion and social activities) and any associated costs are unallowable, except where specific costs that might otherwise be considered entertainment have a programmatic purpose and are authorized by prior written approval of the ADE [2 CFR 200.438].

1. Did the college pay for any professional development or training activities which included separate, identifiable entertainment costs?
 - Yes
 - No



2. Were the entertainment costs charged to your Federal Perkins grant?
 - Yes
 - No

If "YES" to the above questions on entertainment cost, provide an explanation and the corrective action plan to address the deficiency. Remember, prior approval is necessary if the activity had a clear programmatic purpose. (Text Box)

CAPITAL EQUIPMENT INVENTORY:

Equipment with a unit cost equal to or greater than \$5000 must be listed on the college's capital assets listing (a college may select a lower cost amount at which items must be listed) [2 CFR 200.438].

1. Does the college have established procedures for the purchase, identification and inventorying of capital equipment purchased with Federal Perkins funds?
 - Yes
 - No
2. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)
3. Based upon an approved project capital expenditure page, does equipment with a unit cost of \$5000 or more (purchased with Federal Perkins funds) appear on the college's capital assets listing? Note: If the college guidelines stipulate an amount less than \$500, the capital assets listing should reflect the college guidelines.
 - Yes
 - No
4. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)
5. Does the district capital assets listing provide the:
 - a. Description of property
 - b. Serial/Identification number
 - c. Source of funding for the property
 - d. Title holder (if applicable)
 - e. Acquisition date



- f. Purchase document number (purchase order, voucher, etc.)
 - g. Cost of the property
 - h. Location of the property
 - i. Use and condition of the property
 - j. Percentage of federal participation in an assets costs (for capital items with a unit cost of \$5,000 or more purchased)
 - k. Ultimate disposition information (date of disposal, sale price, etc.)
- Yes
 - No
6. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)
7. For equipment purchased with Federal Perkins funds, does the college conduct a physical inventory of property (and the results reconciled with the property records) at least once every two years.
- Yes
 - No
8. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)
9. Does the district maintain a stewardship list for items costing at least \$1,000 but less than \$5,000 (or college's capitalization threshold if less than \$5000)?
- Yes
 - No
10. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)
11. Does the stewardship list include the item's:
- a. Physical location
 - b. Identification number
 - c. Description of the Item
 - d. Acquisition Date
- Yes
 - No



12. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)

13. Computing devices costing less than \$5,000 are now considered a supply. Do the district have inventory management procedures designed to maintain effective control, safeguard these assets and ensure they are used for authorized purpose of the grant?

- Yes
- No

14. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)

SUPPLEMENT NOT SUPPLANT:

Funds made available under this title shall supplement, not supplant, non-Federal funds utilized to carry out career and technical education activities [§122(a)].

1. Did the Federal Perkins grant application request funds for career and technical education expenditures which were previously paid for by non-federal funds?

- Yes
- No

2. If "Yes" to above, provide an explanation (Text Box)

3. Did the college request the use of Federal Perkins funds to purchase textbooks?

- Yes
- No

4. If "Yes" to above, provide an explanation (Text Box)

5. Did the Federal Perkins grant application request additional funding for personnel expenses over and above the previous year's grant?

- Yes
- No

6. If "Yes" to above, provide an explanation (Text Box)



TIME AND EFFORT

Charges to the Federal Perkins award for salaries and wages must be based on records that accurately reflect the work performed [2 CFR 200.43].

1. Are the charges to the Federal Perkins award for salaries and wages supported by a system of internal controls that provide reasonable assurance charges are accurate, allowable and properly allocated?
 - Yes
 - No
2. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)
3. Do the records for salary and wage charges to the Federal Perkins award comply with the established accounting policies and procedures of the college?
 - Yes
 - No
4. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)
5. Are charges to the Federal Perkins award for salaries and wages incorporated into the official records of the college?
 - Yes
 - No
6. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)
7. Do the records for salary and wage charges reasonably reflect the total activity (both federally assisted and all other activities) for which an employee is compensated (not to exceed 100%)?
 - Yes
 - No
8. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)



9. Do the records for salary and wages charges support the distribution of an employee's salary or wages among specific activities or cost objectives?
- Yes
 - No

10. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)

PROCUREMENT STANDARDS

1. The recipient is in compliance with the revised procurement standards as outlined in the Uniform Grant Guidance [§200.317 through §200.326]?
- Yes
 - No
2. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)

Postsecondary Occupational Programs:

List all of the occupational program(s) in alphabetical order, by college, which will be assisted with Perkins funds. (Text boxes – Program Title, Location, CIP Code)

NARRATIVES:

Evaluation and Accountability

Each entity receiving funding shall develop and implement evaluations of the activities carried out with Perkins funds, including evaluations necessary to complete the comprehensive local needs assessment and provide required local data to ADE [§135(b)(6)].

As a result of the Local Needs Assessment (or review of progress in the off year) provide a written summary of the results your analysis for evaluation and accountability criterion. Please include all the major areas of focus resulting from your review which will be addressed during the grant period.

Please indicate the completion date of the most recent Local Needs Assessment. (Date Calendar Selection Box)



As a result of the Local Needs Assessment (or review of progress in the off year), provide a written summary of the results of your analysis for evaluation and accountability criterion. Please include all the major areas of focus resulting from your review which will be addressed during this grant period. Results must also include the identification of program access gaps or gaps in performance for special population students. (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective describing how you will **implement an evaluation of the activities** carried out with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective describing how you will **implement an evaluation of the activities** carried out with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Three (Optional)

1) Provide a measurable objective describing how you will **implement an evaluation of the activities** carried out with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)



3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Career Exploration/Career Development Activities

Each entity receiving funding shall provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study [§135(b)(1)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of the **career exploration and/or career development activities** you will engage in this year in order to aid students in making informed plans/decisions regarding future education, career opportunities and programs of study. (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective related to the provision of career exploration and/or career development activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective related to the provision of career exploration and/or career development activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)



Professional Development

Each entity receiving Perkins funding will provide career and technical education professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals [§135(b)(2)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of how specifically you will provide or support professional development opportunities focused on embedding professional skills and academic content into career and technical education programs/courses. (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Three (Optional)

1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development



with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Skill Development

Each entity receiving Perkins shall provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations [§135(b)(3)]. A program/program of study is a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging standards, addresses both academic and technical knowledge and skills, is aligned with the needs of industry, progresses in specificity, has multiple entry and exit points and culminates in the attainment of a recognized postsecondary credential [§3(41)(A-F)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide an explanation of how the career and technical education programs offered to students will ensure they **have the skills necessary** to pursue careers in high-skill, high wage or in-demand industry sectors or occupations. Please provide a detailed summary of CLNA analysis for skill development criterion. (Text Box)

Please provide a description of the steps you will take to inform/recruit all students including special population students into career and technical education programs (special populations include all the following categories: individuals with disabilities, from economically disadvantaged families, nontraditional students, single parents, out-of-workforce individuals, English learners, homeless students as defined by McKinney-Vento Homeless Assistance Act, youth who are in or aged out of foster care and youth with military parents on active duty)[§134(b)(2)]. (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective describing how you will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in demand industry sectors or occupations for all participating students. The objective



must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective describing how you will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in demand industry sectors or occupations for all participating students. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective describing how you will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in demand industry sectors or occupations for all participating students. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Academic Integration



Each entity receiving Perkins funding shall support the integration of academic skills into career and technical education programs/programs of study to support students in meeting the challenging State secondary academic standards adopted under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 or as participants at the postsecondary level in achieving academic skills [§135(b)(4)].

Based on the results of your Local Needs Assessment (or review of progress in the off year) how will you improve the academic and technical skills of students through the **integration** of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure that learning in the subjects constitutes a well-rounded education [§134(b)(4)]? Please provide a detailed summary of CLNA analysis for Academic Integration Criterion. (Text Box)

Measurable Objective One (Required)

- 1) Provide a measurable objective describing how you will support the integration of academic skills into career and technical education programs/programs of study this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)
- 2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

- 1) Provide a measurable objective describing how you will support the integration of academic skills into career and technical education programs/programs of study this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)
- 2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Three (Optional)

- 1) Provide a measurable objective describing how you will support the integration of academic skills into career and technical education programs/programs of study this year. The objective must include all SMART components: Specific, Measurable,



Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Increase Student Achievement

Each entity receiving Perkins funding will plan and carry out elements that support the implementation of career and technical education programs/programs of study that result in increased student achievement [§135(b)(5)(A-T)]. A program/program of study is a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging standards, addresses both academic and technical knowledge and skills, is aligned with the needs of industry, progresses in specificity, has multiple entry and exit points and culminates in the attainment of a recognized postsecondary credential [§135(4)(A-F)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of how you will utilize Perkins funds to **plan and carry out elements that support implementation** of career and technical education programs/programs of study that result in increased student achievement. (Text Box)

Provide a description of how you will ensure that members of special populations are not discriminated against based on their status as members of special populations. [§134(b)(5)]. (Text Box)

If available, how will students participating in career and technical education programs be offered the opportunity to gain post-secondary credit while still attending high school, such as dual or concurrent enrollment programs [§135(b)(7)].? (Text Box)

How will you support career and technical education student achievement by promoting access to industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential [§135(b)(5)(F)].? (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective focused on successful implementation of career and technical education programs/programs of study in support of increased student achievement. The objective must include all SMART components: Specific, Measurable,



Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective focused on successful implementation of career and technical education programs/programs of study in support of increased student achievement. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Three (Optional)

1) Provide a measurable objective focused on successful implementation of career and technical education programs/programs of study in support of increased student achievement. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)



Appendix K: Local Postsecondary Grant Questions

Post-Secondary Application Questions

Please provide a short description of your project in one to two paragraphs: (Text Box)

General Education Provisions Act (GEPA)

OMB Control Number 1894-0005

Expiration 2/28/2026

GEPA Section 427 Requirements

Equity for students, educators, and other program beneficiaries

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program.

To address this provision and receive funding, LEAs must provide responses to the following:

5. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity. *Applicants are not required to have mission statements or policies that align with equity in order to submit an application. (Text Box)*
6. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries? *Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity including but not limited to barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, homeless status or housing insecurity, pregnancy, parenting or caregiving status, and sexual orientation. (Text Box)*
7. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity? (Text Box)



8. What is your timeline, including targeted milestones, for addressing these identified barriers? (Text Box)

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information.

The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to ICDocketMgr@ed.gov and reference OMB Control Number 1894-005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.

Assurances:

The community college district provides assurances to the Arizona Department of Education that it has read, understands and will abide by the requirements of the Strengthening CTE for the 21st Century Act of 2018.

Program Assurances
*The college agrees to the following Program Assurances:
<input type="radio"/> Yes <input type="radio"/> No
7) Eligible recipients will annually evaluate their Career and Technical Education Programs to assess progress of all students, including special populations, in meeting Arizona’s core indicators of performance [§123(b)(1)]. Special populations are defined as “...individuals with disabilities, individuals from economically disadvantages families, nontraditional students, single parents, out of workforce individuals, English learners, homeless students, youth in foster care or who have aged out and youth with a parent on active military duty.



- | |
|---|
| 8) Individuals who are members of special populations will be provided equal access to the full range of CTE activities and programs available to individuals who are not members of special populations and will not be discriminated against on the basis of their status as members of special populations [§122(c)(2)]. |
| 9) Individuals who are members of special populations and are identified as needing appropriate supplemental support services, strategies, and activities will receive services to enable those individuals to meet or exceed state adjusted levels of performance and to prepare them for further learning and high skill, high wage, or high demand careers [§122(c)(2)]. |
| 10) Eligible recipients will assure provision of a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education and provide services and activities that are of sufficient size, scope, and quality to be effective [§135(b)]. |
| 11) Eligible recipients will assure the provision of career exploration and career development activities through an organized, systematic framework designed to aid students (including in the middle grades) before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education, career opportunities, and programs of study [§135(b)(1)]. |
| 12) The college agrees to submit, on a timely basis, periodic reports of progress as part of participating in the Federal Postsecondary Perkins Grant. |

- | |
|---|
| Fiscal Assurances |
| *The college agrees to the following Fiscal Assurances: <ul style="list-style-type: none">○ Yes○ No |
| 8) Eligible recipients will comply with all requirements of this title and State Plan, including the provision of a financial audit of funds received under this title [§122(d)(13)(A) and 2 CFR 200.504]. |
| 9) The recipient assures compliance with Arizona Department of Education CTE Equipment Guidelines. None of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity or any affiliate. [§122(d)(13)(B)] |
| 10) Eligible recipients agree to maintain financial records, supporting documents and all other records pertinent to this title for three years from the date of the approved Completion Report. If any litigation, claim or audit is started before |



the expiration of the three year period, the records must be maintained until resolved and final action taken [2 CFR 200.333].
11) Eligible recipients will assure that funds made available under this title shall supplement, not supplant, non-Federal funds utilized to carry out career and technical education activities [§211(a)].
12) Eligible recipients assure that no funds under this title will be used to support the costs of entertainment (including amusement, diversion, and social activities) and associated costs except where specific costs (that might otherwise be considered entertainment) have a programmatic purpose and are authorized by prior written approval from the ADE [2 CFR 200.438].
13) Eligible recipients confirm that changes to this title will only occur during the period of performance and after the ADE designates an application “substantially approvable” [34 CFR 76.703 and 2 CFR 200.309].
14) Eligible recipients confirm that changes made to this title for salaries and wages are based on records that accurately reflect the work performed [2 CFR 200.430(i)].

Accountability Assurances
*The college agrees to the following Accountability Assurances: <ul style="list-style-type: none"> ○ Yes ○ No
5. Eligible recipients will provide the ADE with data that is complete, accurate and reliable as a part of the required data collection activities. [§113(b)(3)(C)].
6. Eligible recipients will develop an Improvement Plan if at least 90% of the State Determined Levels of Performance (SDLP) is not met [§122(b)]. Improvement plans will be submitted through the grant application for review and approval by the assigned Grant Program Specialist
7. The college will submit periodic progress reports as part of the Federal Perkins Grant reporting requirements. ADE will conduct site visits to review the progress being made towards reaching the grant objectives and the State Determined Levels of Performance.
8. The college will make a good faith effort to effect remediation of the identified deficiencies (improvement objectives) and submit accurate data reports on a timely basis or risk interruption or possible loss of all CTE funding.

Federal Perkins Requirements:



The college agrees to comply with the following Federal Perkins requirements:

- Yes
- No

These are the Career and Technical Education Federal Perkins Requirements to be regularly reviewed, addressed, and met throughout the project period. Read these requirements and select College agrees.

The Community College hereby assures to the Arizona Department of Education that it will comply with the Federal Perkins Requirements listed below:

LOCAL PLAN FOR CTE

The community college will conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application. The comprehensive needs assessment must be completed not less than once every two years [§134(c)(1)(A-B)]. Provide a coherent sequence of instruction in career and technical education programs. Provide a list of all CTE programs and related courses offered in the coherent sequence of instruction to deliver all state designated standards. Please also see Grants Management Resource Library for §134 Local Application for Career and Technical Education Programs.

PERFORMANCE LEVELS

Carry out career and technical education programs to meet the State Determined Levels of Performance (SDLP) [§122(b) and §113(b)]. Develop a means to analyze and review CTE programs, including assessments of how the needs of special populations are being met [§134(b)(5) and §134(b)(9)].

SKILL ATTAINMENT

Provide within the career and technical education programs the skills necessary to pursue careers in high skill, high wage or in-demand industry sectors or occupations [§135(b)(3)]. Support integration of academic skills into career and technical education programs and programs of study to support participants at the secondary school level in meeting the challenging State academic standards adopted under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and support participants at the postsecondary level in achieving academic skills [§135(b)(4)].

PROGRAM IMPROVEMENT



Each eligible agency shall evaluate, using the local levels of performance described in §134(b)(4), the career and technical education activities being supported through the receipt of funding. The eligible recipient shall develop and implement a program improvement plan that includes an evaluation of the performance disparities or gaps identified under §113(3)(C)(ii)(II) and action that will be taken to address such gaps.

INVOLVE STAKEHOLDERS

In conducting the comprehensive local needs assessment and developing the local application, an eligible recipient shall involve a diverse body of stakeholders [§134(d)].

ASSESS/PROGRESS/SUCCESS FOR SPECIAL POPULATIONS

Eligible recipients will provide activities that prepare special populations for high skill, high wage, or in demand industry sectors or occupations that will lead to self-sufficiency, prepare participants for nontraditional fields, provide equal access for special populations to career and technical education and ensure that members will not be discriminated against on the basis of their status as members of special populations [§134(b)(5)]. Special populations include all of the following: individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for nontraditional fields, single parents, out-of-workforce individuals, English learners, homeless individuals, youth in foster care or who have aged out of foster care and students with active-duty military parent(s) [§135(b)(5)].

NONTRADITIONAL TRAINING

Eligible recipients will prepare career and technical education participants for Nontraditional fields of work. Nontraditional fields are occupations or fields of work which individuals from one gender comprise less than 25% of the workforce population [§135(b)(5)(B)].

PROFESSIONAL DEVELOPMENT

Eligible recipients will provide professional development related to the provision of career and technical education services for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors or paraprofessionals [§135(b)(2)].

ARTICULATION



Plan and carry out elements that support the implementation of career and technical education programs and programs of study that result in increasing student achievement [§134(b)(5)].

CAREER GUIDANCE

Provide career exploration and career development activities through an organized systematic framework designed to aid students, including the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study [§134(b)(1)].

FACULTY RECRUITMENT AND RETENTION

Eligible recipients will coordinate with institutions of higher education to support the recruitment, preparation, retention and training, including professional development, of teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals who meet applicable State certifications and licensure requirements, including individuals from groups underrepresented in the teaching profession. [§134(b)(8)].

Desk Monitoring – Fiscal Assurances

By responding to these questions, the college is providing evidence to the Arizona Department of Education regarding their compliance with the fiscal requirements of the Strengthening Career and Technical Education for the 21st Century Act. In reference to the most recent grant application, please respond to the following questions.

FINANCIAL AUDIT:

Eligible recipients will comply with all requirements of this title and State Plan, including the provision of financial audit of funds received under this title [§122(d)(13)(A)].

4. What is the date of the most recent annual college audit conducted by an independent CPA and the name of the firm? ((Date Calendar Selection Box and Text Box)
5. Describe all audit exceptions of the college's Federal Perkins Grant funds, If none, use N/A. (Text Box)



6. Are you requesting a monitoring/technical assistance visit in support of your Federal employee or relative of a district employee?
- Yes
 - No

FINANCIAL BENEFIT:

None of the funds expended under this title will be used to acquire equipment (including computer software) for any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the college, the employees of the college or any affiliate[§122(d)(13)(B)].

5. Were items purchased with Federal Perkins funds from a vendor that employs a college employee or relative of a college employee?
- Yes
 - No
6. If "YES" to above, provide explanation and corrective action plan to address deficiency. (Text Box)
7. Were items purchased with Federal Perkins funds from a vendor in which a district employee has a financial investment?
- Yes
 - No
8. If "YES" to above, provide explanation and corrective action plan to address deficiency. (Text Box)

ENTERTAINMENT COSTS:

Costs of entertainment (including amusement, diversion and social activities) and any associated costs are unallowable, except where specific costs that might otherwise be considered entertainment have a programmatic purpose and are authorized by prior written approval of the ADE [2 CFR 200.438].

9. Did the college pay for any professional development or training activities which included separate, identifiable entertainment costs?
- Yes
 - No



4. Were the entertainment costs charged to your Federal Perkins grant?

- Yes
- No

If "YES" to the above questions on entertainment cost, provide an explanation and the corrective action plan to address the deficiency. Remember, prior approval is necessary if the activity had a clear programmatic purpose. (Text Box)

CAPITAL EQUIPMENT INVENTORY:

Equipment with a unit cost equal to or greater than \$5000 must be listed on the college's capital assets listing (a college may select a lower cost amount at which items must be listed) [2 CFR 200.438].

15. Does the college have established procedures for the purchase, identification and inventorying of capital equipment purchased with Federal Perkins funds?

- Yes
- No

16. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)

17. Based upon an approved project capital expenditure page, does equipment with a unit cost of \$5000 or more (purchased with Federal Perkins funds) appear on the college's capital assets listing? Note: If the college guidelines stipulate an amount less than \$500, the capital assets listing should reflect the college guidelines.

- Yes
- No

18. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)

19. Does the district capital assets listing provide the:

- a. Description of property
- b. Serial/Identification number
- c. Source of funding for the property
- d. Title holder (if applicable)
- e. Acquisition date



- f. Purchase document number (purchase order, voucher, etc.)
 - g. Cost of the property
 - h. Location of the property
 - i. Use and condition of the property
 - j. Percentage of federal participation in an assets costs (for capital items with a unit cost of \$5,000 or more purchased)
 - k. Ultimate disposition information (date of disposal, sale price, etc.)
- Yes
- No
20. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)
21. For equipment purchased with Federal Perkins funds, does the college conduct a physical inventory of property (and the results reconciled with the property records) at least once every two years.
- Yes
- No
22. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)
23. Does the district maintain a stewardship list for items costing at least \$1,000 but less than \$5,000 (or college's capitalization threshold if less than \$5000)?
- Yes
- No
24. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)
25. Does the stewardship list include the item's:
- a. Physical location
 - b. Identification number
 - c. Description of the Item
 - d. Acquisition Date
- Yes
- No



26. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)

27. Computing devices costing less than \$5,000 are now considered a supply. Do the district have inventory management procedures designed to maintain effective control, safeguard these assets and ensure they are used for authorized purpose of the grant?

- Yes
- No

28. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)

SUPPLEMENT NOT SUPPLANT:

Funds made available under this title shall supplement, not supplant, non-Federal funds utilized to carry out career and technical education activities [§122(a)].

6. Did the Federal Perkins grant application request funds for career and technical education expenditures which were previously paid for by non-federal funds?

- Yes
- No

7. If "Yes" to above, provide an explanation (Text Box)

8. Did the college request the use of Federal Perkins funds to purchase textbooks?

- Yes
- No

9. If "Yes" to above, provide an explanation (Text Box)

10. Did the Federal Perkins grant application request additional funding for personnel expenses over and above the previous year's grant?

- Yes
- No

6. If "Yes" to above, provide an explanation (Text Box)



TIME AND EFFORT

Charges to the Federal Perkins award for salaries and wages must be based on records that accurately reflect the work performed [2 CFR 200.43].

11. Are the charges to the Federal Perkins award for salaries and wages supported by a system of internal controls that provide reasonable assurance charges are accurate, allowable and properly allocated?
 - Yes
 - No
12. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)
13. Do the records for salary and wage charges to the Federal Perkins award comply with the established accounting policies and procedures of the college?
 - Yes
 - No
14. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)
15. Are charges to the Federal Perkins award for salaries and wages incorporated into the official records of the college?
 - Yes
 - No
16. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)
17. Do the records for salary and wage charges reasonably reflect the total activity (both federally assisted and all other activities) for which an employee is compensated (not to exceed 100%)?
 - Yes
 - No
18. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)



19. Do the records for salary and wages charges support the distribution of an employee's salary or wages among specific activities or cost objectives?

- Yes
- No

20. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)

PROCUREMENT STANDARDS

3. The recipient is in compliance with the revised procurement standards as outlined in the Uniform Grant Guidance [§200.317 through §200.326]?

- Yes
- No

4. If "No" to above, provide a corrective action plan to address deficiency. (Text Box)

Postsecondary Occupational Programs:

List all of the occupational program(s) in alphabetical order, by college, which will be assisted with Perkins funds. (Text boxes – Program Title, Location, CIP Code)

NARRATIVES:

Evaluation and Accountability

Each entity receiving funding shall develop and implement evaluations of the activities carried out with Perkins funds, including evaluations necessary to complete the comprehensive local needs assessment and provide required local data to ADE [§135(b)(6)].

As a result of the Local Needs Assessment (or review of progress in the off year) provide a written summary of the results your analysis for evaluation and accountability criterion. Please include all the major areas of focus resulting from your review which will be addressed during the grant period.

Please indicate the completion date of the most recent Local Needs Assessment. (Date Calendar Selection Box)



As a result of the Local Needs Assessment (or review of progress in the off year), provide a written summary of the results of your analysis for evaluation and accountability criterion. Please include all the major areas of focus resulting from your review which will be addressed during this grant period. Results must also include the identification of program access gaps or gaps in performance for special population students. (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective describing how you will **implement an evaluation of the activities** carried out with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective describing how you will **implement an evaluation of the activities** carried out with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Three (Optional)

1) Provide a measurable objective describing how you will **implement an evaluation of the activities** carried out with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)



3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Career Exploration/Career Development Activities

Each entity receiving funding shall provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study [§135(b)(1)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of the **career exploration and/or career development activities** you will engage in this year in order to aid students in making informed plans/decisions regarding future education, career opportunities and programs of study. (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective related to the provision of career exploration and/or career development activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective related to the provision of career exploration and/or career development activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)



Professional Development

Each entity receiving Perkins funding will provide career and technical education professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals [§135(b)(2)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of how specifically you will provide or support professional development opportunities focused on embedding professional skills and academic content into career and technical education programs/courses. (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Three (Optional)

1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development



with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Skill Development

Each entity receiving Perkins shall provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations [§135(b)(3)]. A program/program of study is a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging standards, addresses both academic and technical knowledge and skills, is aligned with the needs of industry, progresses in specificity, has multiple entry and exit points and culminates in the attainment of a recognized postsecondary credential [§3(41)(A-F)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide an explanation of how the career and technical education programs offered to students will ensure they **have the skills necessary** to pursue careers in high-skill, high wage or in-demand industry sectors or occupations. Please provide a detailed summary of CLNA analysis for skill development criterion. (Text Box)

Please provide a description of the steps you will take to inform/recruit all students including special population students into career and technical education programs (special populations include all the following categories: individuals with disabilities, from economically disadvantaged families, nontraditional students, single parents, out-of-workforce individuals, English learners, homeless students as defined by McKinney-Vento Homeless Assistance Act, youth who are in or aged out of foster care and youth with military parents on active duty)[§134(b)(2)]. (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective describing how you will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in demand industry sectors or occupations for all participating students. The objective



must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective describing how you will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in demand industry sectors or occupations for all participating students. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective describing how you will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in demand industry sectors or occupations for all participating students. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Academic Integration



Each entity receiving Perkins funding shall support the integration of academic skills into career and technical education programs/programs of study to support students in meeting the challenging State secondary academic standards adopted under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 or as participants at the postsecondary level in achieving academic skills [§135(b)(4)].

Based on the results of your Local Needs Assessment (or review of progress in the off year) how will you improve the academic and technical skills of students through the **integration** of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure that learning in the subjects constitutes a well-rounded education [§134(b)(4)]? Please provide a detailed summary of CLNA analysis for Academic Integration Criterion. (Text Box)

Measurable Objective One (Required)

- 1) Provide a measurable objective describing how you will support the integration of academic skills into career and technical education programs/programs of study this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)
- 2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

- 1) Provide a measurable objective describing how you will support the integration of academic skills into career and technical education programs/programs of study this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)
- 2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Three (Optional)

- 1) Provide a measurable objective describing how you will support the integration of academic skills into career and technical education programs/programs of study this year. The objective must include all SMART components: Specific, Measurable,



Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Increase Student Achievement

Each entity receiving Perkins funding will plan and carry out elements that support the implementation of career and technical education programs/programs of study that result in increased student achievement [§135(b)(5)(A-T)]. A program/program of study is a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging standards, addresses both academic and technical knowledge and skills, is aligned with the needs of industry, progresses in specificity, has multiple entry and exit points and culminates in the attainment of a recognized postsecondary credential [§135(4)(A-F)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of how you will utilize Perkins funds to **plan and carry out elements that support implementation** of career and technical education programs/programs of study that result in increased student achievement. (Text Box)

Provide a description of how you will ensure that members of special populations are not discriminated against based on their status as members of special populations. [§134(b)(5)]. (Text Box)

If available, how will students participating in career and technical education programs be offered the opportunity to gain post-secondary credit while still attending high school, such as dual or concurrent enrollment programs [§135(b)(7)].? (Text Box)

How will you support career and technical education student achievement by promoting access to industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential [§135(b)(5)(F)].? (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective focused on successful implementation of career and technical education programs/programs of study in support of increased student achievement. The objective must include all SMART components: Specific, Measurable,



Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective focused on successful implementation of career and technical education programs/programs of study in support of increased student achievement. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Three (Optional)

1) Provide a measurable objective focused on successful implementation of career and technical education programs/programs of study in support of increased student achievement. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)



ARIZONA DEPARTMENT OF
EDUCATION

Appendix L - Secondary Certification Rules



**GUIDANCE ON CAREER AND TECHNICAL
EDUCATION TEACHER CERTIFICATION**

Approved by the State Board of Education on February 26, 2018



Introduction

The State Board of Education has adopted rules regarding the certification of individuals as career and technical education teachers. The relevant provisions can be found in R7- 2-612 and R7-2-612.01 Career and Technical Education Teaching Certificates. Rules are posted on the State Board of Education website at <https://azsbe.az.gov/rules>

Pathways to CTE Teacher Certification

Under current Board rules, numerous pathways are recognized for CTE teacher certification as highlighted below:

Standard Career and Technical Education (CTE) Certificates R7-2-612 A valid fingerprint clearance card issued by the Arizona Department of Public Safety. AND			
Option A	Option B	Option C	Option D
(1) A bachelor's or more advanced degree in the specified CTE field of study from an accredited institution. (2) Thirty semester hours of courses in the specified CTE field of study. (3) Two hundred forty clock hours of verified work experience in the specified CTE occupational area. Hours may have been accumulated before obtaining a certification.	(1) A valid Arizona provisional or standard teaching certificate for teachers in Birth through grade 12 (2) One year of the most recent teacher evaluation, exhibiting satisfactory performance in the classroom. (3) Three semester hours of courses in professional knowledge in career and technical education (4) Two hundred forty clock hours of verified work experience in the specified CTE occupational area. Hours may have been accumulated before obtaining a certification.	(1) Six thousand clock hours of verified work experience in an occupational area.	(1) A bachelor's or more advanced degree that included completion of a Board approved teacher preparation program in the CTE field of study or from an accredited institution offering substantially similar training (2) Two hundred forty clock hours of verified work experience in the specified occupational area.
ADDITIONAL REQUIREMENTS – AT TIME OF CERTIFICATION OR WITHIN THREE YEARS*			



<p>1) Within three years, complete fifteen semester hours of courses in professional knowledge in career and technical education</p> <p>2) Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers or qualification for a waiver of this assessment</p> <p>3) U.S. and Arizona Constitution requirements</p>	<p>1) Within three years, complete nine semester hours of subject knowledge courses in the CTE field of study</p> <p>Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers or qualification for a waiver of this assessment</p> <p>2) 3) U.S. and Arizona Constitution requirements</p>	<p>1) Within three years, complete fifteen semester hours of courses in professional knowledge in career and technical education</p> <p>2) Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers or qualification for a waiver of this assessment</p> <p>3) U.S. and Arizona Constitution requirements</p>	<p>1) Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers or qualification for a waiver of this assessment</p> <p>2) U.S. and Arizona Constitution requirements</p>
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Standard Specialized Career and Technical Education (CTE) Certificate

R7-2-612.01

A valid fingerprint clearance card issued by the Arizona Department of Public Safety. AND

Verification of five years of work experience in the specified CTE occupational area

AND

Demonstration of expertise in the specified CTE area through one of the following FIVE options:

Option One	Option Two	Option Three	Option Four	Option Five
A Bachelor's master's or doctoral degree in the specified CTE area	A Bachelor's or more advanced degree and completion of twenty-four semester hours of coursework in the specified CTE area;	An Associate's degree in the specified CTE area	An industry certification, license, or credential in the specified CTE area approved by the appropriate Department of Education	Verified teaching experience for the last two consecutive years, and for a total of at least three years at one or more accredited postsecondary institutions in a subject that is specific to the CTE course being taught

Professional Knowledge Coursework Requirements

Regarding additional professional knowledge coursework requirements, hours may be obtained prior to issuance of the standard career and technical education certificate in the specified CTE field of study.

Fifteen clock hours equals one semester hour. Hours may also be obtained through Department or Board-



CTE approved professional development. Courses in career and technical education professional knowledge include any of the following areas: principles/philosophy of career and technical education, developmentally appropriate instructional delivery, facilitation and methodologies, instructional technology, instructional design and lesson planning, including modifications and accommodations assessing, monitoring and reporting progress, the learning environment, including classroom management, teaching students with exceptionalities, or professional responsibility and ethical conduct.

Definitions

For purposes of this document, the following definitions apply:

1. "Agriculture" means agriculture, agriculture operations, and related sciences; natural resources and conservation; environmental design; landscape architecture; agricultural biological engineering; forest engineering, biological and biomedical sciences; parks, recreation and leisure facilities management; geological and earth sciences/geosciences; veterinary/animal health technician/veterinary assistant; environmental health and veterinary medicine as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165), U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002. CIP Code 01, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.
2. "Business and Marketing" means computer and information sciences and support services; accounting and computer information services; business/commerce, general; business administration, management and operations; accounting; business operations support and assistant services; business/corporate communications; business/managerial economics; entrepreneurial and small business operations; finance and financial management services; hospitality administration/management; human resources management and services; international business; management information systems and services; management sciences and quantitative methods; marketing; real estate; taxation; insurance; general sales, merchandising and related marketing operations; specialized sales, merchandising and marketing operations; and business, management, marketing and related support services, other as described in Classification of



ARIZONA DEPARTMENT OF EDUCATION

Instructional Programs: 2000 Edition: (NCES 2002-165), U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006; U.S. Government Printing Office, April 2002, CIP Code 52, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education, located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

3. "Career and Technical Education Field of Study" or "CTE Field of Study" means a field of study in any of the areas identified in subsections B(1), B(2), B(4), B(5), B(6) and B(7) relating to Agriculture, Business and Marketing, Family and Consumer Sciences, Health Careers, Industrial and Emerging Technologies or Education and Training
4. "Education and Training" means all occupational areas of secondary education and teaching; junior high/intermediate/middle school education and teaching; elementary education and teaching; kindergarten/preschool education and teaching; early childhood education and teaching; adult education and teaching; and special education as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006; U.S. Government Printing Office, April 2002, CIP Code 13, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.
5. "Family and Consumer Sciences" means culinary arts; kindergarten/preschool education and teaching; early childhood education and teaching; family and consumer sciences/human sciences; nutrition sciences; interior design; hospitality administration/management; fashion merchandising; fashion modeling; apparel and accessories marketing operations; tourism and travel services marketing operations; tourism promotion operations; and hospitality and recreation marketing operations as described in Classification of



Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 19, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education, located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

6. "Health Careers" means exercise physiology; kinesiology and exercise science; medical/clinical assistant; clinical/medical laboratory assistant; pharmacy technician/assistant; medical radiologic technology/science-radiation therapist; radiologic technology/science-radiographer; physician assistant; athletic training/trainer; clinical/medical laboratory technician; clinical laboratory science/medical technology/technologist; phlebotomy/phlebotomist; medicine; nursing/registered nurse; osteopathic medicine/osteopathy; pharmacy; physical therapy/therapist; and kinesiotherapy/kinesiotherapist as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 51, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.
7. "Industrial and Emerging Technologies" means audiovisual communications technologies/technicians; graphic communications; cosmetology and personal grooming services; electrical engineering technologies/technicians; electromechanical instrumentation and maintenance technologies/technicians; environmental control technologies/technicians; industrial production technologies/technicians; quality control and safety technologies/technicians; mechanical engineering related technologies/technicians; mining and petroleum technologies/technicians; construction engineering technologies; engineering-related technologies; computer engineering technologies/technicians; drafting/design engineering



technologies/technicians; security and protective services; mason/masonry; carpenters; electrical and power transmission installers; building/construction finishing, management and inspection; electrical/electronics maintenance and repair technology; heating, air conditioning, ventilation and refrigeration maintenance technology/technician; heavy/industrial equipment maintenance technologies; precision systems maintenance and repair technologies; vehicle maintenance and repair technologies; precision metal working; construction/heavy equipment/earthmoving equipment operation; design and visual communications, general; commercial and advertising art, industrial design; commercial photography; and visual performing arts as described in Classification of Instructional Programs: 2000 Edition (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006; U.S. Government Printing Office, April 2002, CIP Codes 10, 12, 15, 41, 43, 46, 47, 48, 49, and 50, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

8. "Occupational Area" means employment in any of the areas identified in these definitions relating to Agriculture, Business and Marketing, Education and Training, Family and Consumer Sciences, Health Careers, or Industrial and Emerging Technologies.
9. "Professional Knowledge" means the art of teaching including the knowledge and skills necessary for instructional planning, delivery and evaluation in a career and technical education setting.
10. "Subject Knowledge" means the information, understanding and skills specific to the broad occupational area.
11. "Verified Work Experience" means work experience identified in the submission of a resume verified by a hiring superintendent or personnel director at the public school or the Department of Education which demonstrates knowledge or skill relevant to an approved CTE program occupational area relating to Agriculture, Business and Marketing, Education and Training, Family and Consumer Sciences, Health Careers, or Industrial and Emerging Technologies.



ARIZONA DEPARTMENT OF
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For Further Information

For further information on CTE Teacher Certification, please contact the ADE Certification Unit at certification@azed.gov or (602) 542-4367

