INTRODUCTION

The activities of Career and Technical Education (CTE) students after they exit high school is a primary indicator of success for CTE programs. In Arizona, school districts report placement outcomes for CTE concentrators using a locally administered survey instrument. Survey data is reported to the Arizona Department of Education (ADE) through the CTE Data Portal, ADE's online CTE data management system. Placement data is used in the calculation of a core indicator of performance required by the Strengthening Career and Technical Education for the 21st Century Act ("Perkins V") for participating school districts. Placements that are determined to be related to the student's high school CTE program also generate funding for Perkins-participating school districts, administered through the CTE State Priority grant.

PLACEMENT CATEGORIES

According to Section 113 of Perkins V, students (CTE concentrators) are considered "placed" if, in the second quarter after exiting high school, they are:

- enrolled in postsecondary education, or
- enrolled in advanced training, or
- in military service, or
- a volunteer in a national service program, or
- a volunteer in the Peace Corps, or
- employed.

ELIGIBLE STUDENTS/TARGET POPULATIONS

Students that have concentrated in a CTE program in high school and have graduated or otherwise left secondary education in the reporting year are eligible for placement survey. Data are reported to the ADE through the CTE Data Portal. The CTE Data Portal creates a list of eligible students in each reporting year based on the student's concentrator status and their enrollment status. Concentrators with the following enrollment statuses are eligible for placement survey:

"GR" – Student has graduated

"LS" – Student has left secondary education and is not expected to re-enroll

Students are considered CTE concentrators if they complete and pass no fewer than two courses worth at least one credit each in a single CTE program. Certain course exclusions apply. Only students that are verified as concentrators and have a qualified enrollment status within the CTE Data Portal application will be eligible for placement survey; the CTE Data Portal application will not allow districts or schools (including CTEDs) to report Placement Survey data for ineligible students. ADE cannot accept placement data for ineligible students.

Districts/Schools and CTEDs should conduct a placement survey for all eligible students.

PLACEMENT TIMELINE

Placement surveys record the activities of eligible concentrators in the second quarter after exiting high school (with a qualified enrollment status). This is the six- to nine-month timeframe (quarter) after the quarter in which the student leaves high school. The concentrator must be actively enrolled in postsecondary education or advanced training, employed, in military service, or engaged in a service program during that timeframe to be

considered "placed". Please consult the chart below for when a placement survey should be conducted, based on when the student left high school:

QUARTER IN WHICH STUDENT LEFT SCHOOL	QUARTER IN WHICH STUDENT IS PLACED
Quarter 3 (January 1 – March 31)	Quarter 1 (July 1 – September 30)
Quarter 4 (April 1 – June 30)	Quarter 2 (October 1 – December 31)
Quarter 1 (July 1 – September 30)	Quarter 3 (January 1 – March 31)
Quarter 2 (October 1 – December 31)	Quarter 4 (April 1 – June 30)

As students typically graduate in the middle of Quarter 4 (April 1 – June 30), the activities of the student during Quarter 2 (October 1 – December 31) would be recorded in the placement survey. The chart above references quarters as they relate to the state's fiscal year and school year. Please note that a student may be placed any time in the second quarter after leaving high school. The placement timeframe should be applied to each student, so please note when the student graduated or left secondary education when determining when to follow-up with a Placement Survey.

TIMELINE OF PLACEMENT SURVEY/FOLLOW-UP PROCESS

Placement survey data is available in the CTE Data Portal on an annual basis. Since placement surveys document the activities of students after the graduate, the placement survey data is on a year lag behind the current fiscal year. Placement surveys are available in the CTE Data Portal in the Fall following the student's graduation and remain open for data entry through the following summer. Please consult the CTE Data Portal or calendar of deadlines for each year's specific dates. This allows for a nine-month period in which schools may record placement survey data. The state compiles placement survey data in the late summer and early fall for reporting to the United States Department of Education as part of a required annual report at the end of the year.

DATA MANAGEMENT – LOCAL RESPONSIBILITIES

Enrollment

The placement surveys in the CTE Data Portal are contingent on the student having a concentrator record. Concentrator status is determined by course completion and number of credits earned. It is critical that schools maintain accurate enrollment records in the CTE Data Portal for all students so that qualified concentrators become eligible for placement.

Enrollment Status

The placement surveys in the CTE Data Portal are contingent on the student having a qualifying enrollment status at the end of the reporting year as only students that have left secondary education qualify for placement. Schools should maintain accurate entry and exit codes (within the AzEDS system) to ensure that students are tracked appropriately and that a placement survey is created for eligible students in a timely manner. Please see the CTE Data & Accountability Handbook for more information on how enrollment statuses are assigned to CTE students in the CTE Data Portal system.

Duplicative Records

Students may concentrate in more than one CTE program during their high school career. Once the student leaves high school (with an eligible exit code), a placement survey will be created for each program in which

the student concentrated. This may lead to the appearance of duplicated data, however, the CTE Data Portal is programmed to deduplicate data in the calculation of performance measurements and in the calculation of related placement funding.

Although a placement survey may be created for multiple programs for a single student, they are "linked" for purposes of tracking placement. In the case of multiple placement surveys for a single student, entering data for one placement record will update all records for the student simultaneously (contact information and placement information). The only item that is not updated on all "linked" placement records is the Yes/No flag for if the placement is related to the student's high school CTE program (as each record is for a separate program). You must select Yes/No for "related to program" questions on each placement record simultaneously. A student may be placed in multiple categories which may be considered "related" for different programs (i.e., a student is both employed and enrolled in advanced training – their employment may be "related" to one CTE program while their advanced training program is "related" to another CTE program, given that the student was a concentrator in both programs).

Students may generate funding for no more than one related placement. It is still encouraged to indicate which placements are "related" for data analysis and reporting purposes.

RELATED PLACEMENTS

Secondary-level Perkins V grant sub-recipients are eligible to receive funding, through the CTE State Priority grant, for placements that are determined to be related to the student's high school CTE program. Determination of "related" Placement is made by the sub-recipient and reported to the Arizona Department of Education – Career and Technical Education unit through the placement survey.

For Perkins V grant purposes, including performance measures, the placement does not need to be considered related to the student's high school CTE program.

See additional guidance on related placements here.

VERIFICATION OF PLACEMENT DATA

It is the responsibility of each district and/or CTED that submits placement survey data to verify the accuracy and completeness of the data that is submitted. Examples of data verification procedures may include documentation of employer contact, documentation of enrollment in a postsecondary institution, documentation of enlistment in military service, etc.