

## **I. State Administration [Section 121]**

### **A. Sole State Agency and Governance Structure**

The Arizona Department of Education (ADE)--the State Education Agency (SEA)--administers Perkins III to the Local Education Agencies (LEA). The ADE maintains responsibility for secondary and postsecondary allocations via a Basic Grant (BG) application process. The system of negotiated Perkins III performance measures determines effectiveness and accountability of the funds.

### **B. Organization of Vocational and Technical Education Programs**

The Arizona State Board of Education directs secondary Career and Technical Education (CTE) to use labor market data to identify high-wage, high-demand occupations in the state and prioritize CTE programs. There is a crosswalk linking the *Classification of Instructional Programs (CIP)* with *Department of Labor Standard Occupation Codes (SOC)*. The list reflects occupations that require technical and academic rigor that span education and training into postsecondary studies. Updates to the list occur every two years. Only postsecondary programs that reasonably align to the secondary CTE Program List are eligible for Perkins funding.

**Postsecondary** - Arizona community colleges and universities continue to foster the transfer (progress) of students between state institutions using the Arizona State System for Information on Student Transfer (ASSIST). ASSIST is a relational database that has enrollment and degree information on students attending Arizona's universities and ten public community college districts. Arizona's public postsecondary institutions have a general education curriculum that, if completed at the community college, fulfills general education requirements for the state universities. The transfer model identifies specific curricular pathways that encouraging life-long learning for the student.

Arizona's Curriculum Framework design teams include one to three postsecondary members of the identified CTE program. The design teams review National Cluster information and/or skill standards to incorporate foundation skills common to all clusters and pathways supported by state labor and projected job-opening data. The SEA shares secondary performance results to LEAs by program area via CTE's on-line system.

## **II. State Leadership Activities [Section 124]**

### **A. Required Uses of Funds**

The SEA refines the secondary and postsecondary accountability systems each year in response to Perkins III. All secondary required activities support Perkins III definitions, formulas, Performance Measures, improved data quality, new reporting systems for performance results, using performance data for program improvement initiatives, and the creation of an improved CTE delivery system. Secondary student-level reporting is now required for most performance measures (the corrections LEA is exempt). Post-secondary SEA leadership focuses on improving reporting processes, improving data quality, refining institutional plans for program improvement, and monitoring projects. Performance Measures remain central to Arizona's CTE program improvement process.

- **An Assessment of CTE programs that are funded**

**Secondary** - To improve data quality in 2006, the SEA continued proactive technical assistance, an on-site SEA staff visit before the July 1 reporting deadline. This on-going process allows a more focused strategy aimed at specific improvements in districts with historical data quality problems. There were 1,392 programs participating in enrollment and performance reporting. Programs failing one or more essential elements of an approved program may formally apply for a one-year exemption from the requirement to use the time to satisfy the requirement by the next annual reporting cycle. The request must include evidence to justify granting the exemption.

**Postsecondary** - During most of the reporting year, Postsecondary Liaison/BG Specialist position was vacant. As such, the SEA will make up on-site monitorings. Table 1 lists postsecondary performance measures over the last two years.

- **Developing, Improving, Or Expanding The Use Of Technology In Vocational And Technical Education**

**Secondary** – Under Perkins III, the ADE continues to improve a statewide electronic Performance Measures data collection (LEA to SEA) and Performance Measures reporting systems (SEA to LEA). Nineteen of the 639 professional development (PD) activities in the reporting year focused on using the on-line statewide performance measures system and on-line technical assistance. PD activities oriented to state-of-the-art technology for CTE program instructional areas comprised 8% (51 of 639) in 2006, which is up from the 3% (14 of 505) in 2005. An ‘e-project’ is in its second year for Arizona business teachers. The on-line project offers PD, which focuses on relevant web cast access to industry and education experts, statewide databases, and instructional strategies. Remote LEAs (e.g., the Navajo Nation) are using distance learning to bridge a host of logistical challenges (time, teachers, travel, etc.) connecting to web casts on some of the premier colleges and universities in the nation. Two examples include a full nursing program offered from Utah via distance learning as well as a law enforcement program augmenting lessons on crime scene analysis and autopsies.

As a continued program improvement strategy, all of Arizona’s 28 CTE programs transitioned to a merged list of technical standards and measurement criteria supporting the 2008 rollout of Arizona’s (new) CTE Delivery System. This effort is show in Table 2. Project team members from industry and education participated in determining appropriate technical standards to be included in the merged lists of standards and measures. In addition, teams upgraded 13 of the 28 CTE programs during the merging process to ensure continued improvement and alignment to meet industry needs. Agriscience, Horticulture and Renewable Natural Resources merged into Agricultural Business Management in July 2005. CTE identified Industrial Manufacturing as a new program, and added it in the summer of 2005.

**Table 1. Comparison of 2006 and 2005 Data Showing Improvement in the Completeness of College Reporting**

<b>Basic Grant Performance Measures Results</b>												
	<b>2005-2006</b>						<b>2004-2005</b>					
	Numerator	Denominator	State-Negotiated Performance Level	Site Performance Level Achieved	Performance Level Met/Not Met		Numerator	Denominator	State-Negotiated Performance Level	Site Performance Level Achieved	Performance Level Met/Not Met	% Site Performance Change
1P1	13,808	16,771	90.29%	82.33%	Not Met		15,224	17,577	80.00%	86.61%	Met	-4.28%
1P2	14,225	16,771	92.50%	84.82%	Not Met		15,054	17,577	85.00%	85.65%	Met	-0.83%
2P1	8,660	16,771	34.03%	51.64%	Met		7,283	17,577	25.00%	41.43%	Met	10.20%
3P1	4,622	7,656	39.96%	60.37%	Met		4,448	7,471	63.66%	59.54%	Not Met	0.83%
3P2	3,719	4,622	77.50%	80.46%	Met		3,490	4,835	62.16%	72.18%	Met	8.28%
4P1	15,841	65,530	21.56%	24.17%	Met		15,861	69,121	23.01%	22.95%	Not Met	1.23%
4P2	2,275	9,736	19.43%	23.37%	Met		3,818	15,745	20.00%	24.25%	Met	-0.88%
<b>Tech Prep Performance Measures Results</b>												
	<b>2005-2006</b>						<b>2004-2005</b>					
	Numerator	Denominator	State-Negotiated Performance Level	Site Performance Level Achieved	Performance Level Met/Not Met		Numerator	Denominator	State-Negotiated Performance Level	Site Performance Level Achieved	Performance Level Met/Not Met	% Site Performance Change
1P1	929	1,142	90.29%	81.35%	Not Met		1,436	1,613	80.00%	89.03%	Met	-7.68%
1P2	919	1,142	92.50%	80.47%	Not Met		1,423	1,613	85.00%	88.22%	Met	-7.75%
2P1	565	1,142	34.03%	49.47%	Met		502	1,613	25.00%	31.12%	Met	18.35%
3P1	275	509	39.96%	54.03%	Met		239	387	63.66%	61.76%	Not Met	-7.73%
3P2	225	275	77.50%	81.82%	Met		183	240	62.16%	76.25%	Met	5.57%
4P1	959	4,056	21.56%	23.64%	Met		838	3,993	23.01%	20.99%	Not Met	2.66%
4P2	136	555	19.43%	24.50%	Met		153	833	20.00%	18.37%	Not Met	6.14%

**Table 2. Arizona’s CTE Program Transition to New Delivery System**

<b>No.</b>	<b>Transitioned Level III Programs</b>	<b>CIP Number</b>	<b>Date Program Standards Merged</b>
1	Culinary Arts	12.0500	6/15/2006
2	Law, Public Safety, & Security	43.0100	5/15/2006
3	Marketing, Management, and Entrepreneurship	52.1800	5/15/2006
4	Welding Technology	48.0500	5/15/2006
5	Radio/Television Technology	10.0200	5/15/2006
6	Woodworking	48.0700	5/15/2006
7	Fire Science	43.0200	5/15/2006
8	Business Management and Administrative Services	52.0200	4/15/2006
9	Construction Technologies	46.0400	4/15/2006
10	Education Professions	13.1500	4/15/2006
11	Early Childhood Education	13.1200	4/15/2006
12	Cosmetology	12.0400	4/15/2006
13	Hospitality Management	52.0900	3/15/2006
14	Electronic Technology	15.0300	3/15/2006
15	Accounting and Related Services	52.0300	3/15/2006
16	Allied Health Services	51.0800	2/15/2006
17	Graphic Communications	10.0300	2/15/2006
18	Design and Merchandising	52.1900	2/15/2006
19	Drafting/Design Technology	15.1300	2/15/2006
20	Information Technology	15.1200	1/15/2006
21	Financial Services	52.0800	1/15/2006
22	Nursing Services	51.1600	1/15/2006
23	Agricultural Business Management – Agriscience (merging Agriscience, Horticulture, and Renewable Natural Resources)	01.0100	7/15/2005
24	Industrial Manufacturing	15.0600	7/15/2005

**Postsecondary** – The ADE continues using an on-line system to collect Perkins data from all community colleges. Examples of postsecondary initiatives to expand technology in CTE include:

Cochise College Automotive Technology Program employs sophisticated scanners and software as well as additional computers. The Welding Program now has a computerized plasma cutter in the program. The college recently approved a new degree program in Building and Construction Technology to address Arizona’s exploding population.

GateWay Community College implemented use of a *SIM Family* (Human Simulators) in their Nursing Program and a *Med Man* for use in their Respiratory Care program. These simulations give students the opportunity to experience hands-on learning before they go out into clinical rotations to provide live-patients care.

Pima Community College purchased laptop computers for the teacher education program that allows student access to computers, promotes understanding technology in the classroom, and helps develop the students' technology proficiency. The college also purchased CISCO computer hardware for wireless networking classes and computer/network security classes. This program entails hybrid classes where students work on-line and then come to the campus to complete lab requirements. In 2006 enrollment shows 120 students in CISCO Courses with a completion rate of about 78%.

- **Professional Development Programs**

**Secondary and Postsecondary** – The SEA paid services to deliver 639 PD activities: 592 state-leadership sponsored workshops and 47 activities for the Arizona Career Resource Network (AzCRN) nontraditional training (NT) and employment. For reporting purposes, the SEA records the primary purpose staff identified as most important. Table 3 details required and permissible PD activities.

**Table 3. Professional Development Workshop Allocations**

<b>Required Activities</b>	<b>2006 (N=639)</b>	<b>2005 (N=505)</b>	<b>2004 (N=426)</b>
Accurate, Timely, and Reliable Reporting	3%	8%	9%
Train To Use State-Of-The-Art Technology	8%	3%	5%
Keeping Educators Current	35%	23%	17%
Build Partnerships	8%	5%	5%
Expansion of the Use of Technology	1%	2%	6%
Academic Integration	2%	4%	1%
Nontraditional Training and Employment	16%	27%	29%
Support Special Populations & Align with Other Education Programs (IDEA, WIA, etc.)	2%	4%	2%
Improve Parent & Community Involvement	2%	4%	<1%
<b>Permissible Activities</b>			
Career Guidance and Counseling	7%	9%	13%
Secondary and Postsecondary Linkages	2%	3%	5%
Curriculum Improvement and Development	7%	2%	2%
CTE Student Organizations--recruit special pops	4%	2%	<1%
Training in All Aspects of an Industry	1%	2%	1%
Family and Consumer Sciences Education	2%	2%	2%

The data shows a continuing increase in PD over the last three years from 426 events in 2004 to 639 in 2006. The number of educators participating in state-leadership events increased from 1,914 in 2005 to 2,420 in 2006. Educators participating in Section 118 grant sponsored events in 2006 totaled 3,049. The Annual CTE Summer Conference, a statewide collaborative partnership, had 1,500 participants in July 2006. This is an increase of 224 participants from the 1,276 attendees in 2005. The total number of duplicated educators participating in 2006 PD is 5,469.

- **Support for Vocational and Technical Education Programs That Improve the Academic and Vocational and Technical Skills of Students...Through the Integration of Academics with Vocational and Technical Education**

A systemic CTE renovation starting in 2003 culminates in Arizona rolling out a new CTE delivery system in FY08. The renovation entails improvement to program offerings, delivery, assessment, completion, graduation, and advance education/employment specific to the CTE experience. Dr. Joanna Kister did an exhaustive study for Arizona. This proactive effort meets the need for education reform (particularly in CTE) head-on and involved stakeholders outside the education community at each step of the process. To provide LEAs lead-time to prepare for implementation, curriculum for the new delivery system was complete in 2006. More than 25% of PD in 2006 train teachers on the newly merged standards. This curriculum contains increased relevance to the academic standards, instructional strategies for academic integration, and resources for enhancing reinforcement of academic standards through CTE contextual instruction. Rigor consistent with industry is part of every standard and subordinate measurement criteria as well. CTE uses Arizona's Instrument to Measure Standards (AIMS)--the state academic/NCLB compliant assessment system--to evaluate student reading, writing and math attainment. The SEA provides academic crosswalks developed by the International Center for Leadership in Education to validate and prioritize the CTE academic integration content. This tool, known as the Arizona Matrix, distills AIMS content and the frequency of questions asked in relation to academic performance objectives.

- **Providing Preparation For Nontraditional Training And Employment**

**Secondary** – Twenty of Arizona's 28 CTE programs are NT in 2006. These programs exceeded NT Participation (4S1) by 3%, but missed NT Completion (4S2) by 0.65%. One-fourth of all 2006 PD activities align to career guidance (7%), NT training (16%) and special populations support (2%). LEA programs that fail to meet/exceed measures must implement one or more SEA-directed BG objectives the following year to improve performance.

**Postsecondary** – Arizona exceeded the state negotiated performance level for 4P1 (NT Participation) by 2.61% during fiscal year 2006; and exceeded the negotiated level for 4P2 (NT Completion) by 3.94%.

Table 4 lists 2006 NT program enrollments numerically by CIP code, and calculates the amount of change in enrollment and percent of NT enrollment since 2005. Table 5 shows the 2006 NT program completion by numerical CIP code, showing the percent change of NT completers since 2005. In 2006, calculations exclude Administrative Information Services (AIS), Heating Ventilation & Air Conditioning (HVAC), and the Heavy Equipment programs.

**Table 4. Arizona 2006 CTE Programs with Nontraditional Enrollments\***

NT Gender	CIP	Program Name	2006 NT Gender Enrollment	2005 NT Gender Enrollment	2006 Program Enrollment	2005 Program Enrollment	Enrollment Change since 2005	2006% of NT Enrollment	2005% of NT Enrollment	Percent Change since 2005
Female	010100	Ag Bus Management - Agriscience	368	0	922	0	922	39.9	0	39.9
Female	010300	Agriscience	1044	997	2532	2552	-20	41.2	39.09	2.09
Female	010600	Horticulture	21	92	67	209	-142	31.29	44	-12.69
Female	030200	Renewable Natural Resources	61	94	138	250	-112	44.2	37.59	6.59
Female	100200	Radio/Television Technology	999	705	2635	1933	702	37.9	36.5	1.39
Female	100300	Graphic Communications	3470	3154	6476	5738	738	53.59	55	-1.39
Male	120400	Cosmetology	10	12	590	579	11	1.7	2.09	-0.4
Male	131200	Early Childhood Education	530	727	5324	6100	-776	10	11.89	-1.89
Male	131500	Education Professions	142	117	795	724	71	17.89	16.2	1.7
Female	150300	Electronics Technology	38	65	479	675	-196	7.9	9.6	-1.7
Female	150600	Industrial Manufacturing	0	0	21	0	21	0	0	0
Female	151300	Drafting and Design Technology	617	592	3494	3343	151	17.7	17.7	0
Female	430100	Law Public Safety and Security	563	285	1178	659	519	47.79	43.2	4.59
Female	430200	Fire Science	66	76	463	429	34	14.3	17.7	-3.4
Female	460300	Electrical and Power Transmission	0	2	0	45	-45	0	4.4	-4.4
Female	460400	Construction Technologies	332	333	2933	2981	-48	11.3	11.19	0.1
Female	470200	Heating Ventilation Air Condition	0	0	0	0	0	0	0	0
Female	470600	Automotive Technologies	725	785	6767	6981	-214	10.69	11.19	-0.5
Female	480500	Welding Technology	273	230	3095	2891	204	8.8	8	0.8
Female	480700	Woodworking	242	183	1991	1481	510	12.19	12.39	-0.2
Female	490200	Heavy Equipment Operation	0	4	0	28	-28	0	14.3	-14.3
Female	510800	Allied Health Services	894	600	1319	805	514	67.8	74.5	-6.69
Male	511600	Nursing Services	222	184	1453	1256	197	15.3	14.6	0.69
Male	520400	Administrative Information Services	0	2557	0	4999	-4999	0	51.2	-51.2
Male	521900	Design and Merchandising	132	160	2411	2396	15	5.5	6.69	-1.2

\* A zero denotes either a discontinued or a new program.

**Table 5. Arizona 2006 CTE Programs with Nontraditional Completers\***

NT Gender	CIP	Program Name	2006 NT Completers	2005 NT Completers	2006 Program Completers	2005 Program Completers	Completers Changed since 2005	2006% of NT Completers	2005% of NT Completers	Percent Change since 2005
Female	010100	Ag Bus Management - Agriscience	43	0	115	0	115	37	0	37
Female	010300	Agriscience	215	223	458	488	-30	47	46	1
Female	010600	Horticulture	5	19	10	38	-28	50	50	0
Female	030200	Renewable Natural Resources	15	25	29	44	-15	52	57	-5
Female	100200	Radio/Television Technology	190	155	587	493	94	32	31	1
Female	100300	Graphic Communications	707	561	1306	1036	270	54	54	0
Male	120400	Cosmetology	2	5	202	173	29	1	3	-2
Male	131200	Early Childhood Education	66	82	959	926	33	7	9	-2
Male	131500	Education Professions	21	23	195	154	41	11	15	-4
Female	150300	Electronics Technology	6	6	97	88	9	6	7	-1
Female	150600	Industrial Manufacturing	0	0	4	0	4	0	0	0
Female	151300	Drafting and Design Technology	97	121	646	742	-96	15	16	-1
Female	430100	Law Public Safety and Security	104	86	216	176	40	48	49	-1
Female	430200	Fire Science	13	18	129	100	29	10	18	-8
Female	460300	Electrical and Power Transmission	0	0	0	19	-19	0	0	0
Female	460400	Construction Technologies	55	48	583	587	-4	9	8	1
Female	470200	Heating Ventilation Air Condition	0	0	0	0	0	0	0	0
Female	470600	Automotive Technologies	101	108	1338	1303	35	8	8	-1
Female	480500	Welding Technology	31	39	540	584	-44	6	7	-1
Female	480700	Woodworking	50	28	396	312	84	13	9	4
Female	490200	Heavy Equipment Operation	0	6	0	18	-18	0	33	-33
Female	510800	Allied Health Services	257	159	331	212	119	78	75	3
Male	511600	Nursing Services	107	63	753	618	135	14	10	4
Male	520400	Administrative Information Services	193	492	398	1091	-693	48	45	3
Male	521900	Design and Merchandising	19	27	390	309	81	5	9	-4

\* A zero denotes either a discontinued or a new program.

- **Supporting Partnerships To Enable Students to Achieve State Academic Standards and Vocational and Technical Skills**

**Secondary** – The SEA continues Integrated Data to Enhance Arizona’s Learning (IDEAL), which offers a single location for all Arizona stakeholders to access educational data, resources, and services. Paste the following URL into a web address bar: <https://cas.ideal.azed.gov/cas/> to see IDEAL. This initiative (started in 2005), fully aligns with the US Department of Education’s 2004 National Education Technology Plan, encourages the use of digital content and the integration of data systems to allow for effective and efficient dissemination of information.

In 2006, 8% of the PD workshops focused on building partnerships that is more than double (from 25 to 51) last years’ effort. Another 13 workshops focused on linkages between secondary and postsecondary.

**Postsecondary**—Ongoing postsecondary partnerships include Mesa Community College working with Caterpillar Corporation in collaboration with Empire Machinery. Glendale Community College partners with Toyota to train students for the automotive industry. GateWay Community College pairs with Banner Health Systems training students for the nursing field, and their manufacturing program works with Future Fabricating Company educating students to be National Institute for Metalworking Skills (NIMS) certified.

- **Serving Individuals In State (Correctional) Institutions**

**Secondary** - Arizona distributes 1% of its state secondary Perkins allocation to state corrections institutions serving youth, using the local BG application. The correctional LEA is exempt from SEA Performance Measures, but has its own set of population-appropriate performance measures and complies with services for special populations. Evaluation criteria define outcomes for each goal in the grant application. Emphasis since FY 2001 centered on employability readiness certification. In 2005, the correctional LEA redirected their focus to include occupational skills attainment in Building and Ground Maintenance, Computer Graphics Arts, Computer Refurbishing and Business Skills, Construction Technology, Culinary Arts, and Medical Transcription.

In 2006, the agency served over 675 students. Students get training in OSHA Health and Safety, WorkKeys Skills and/or occupational training in one of the above programs with 274 completing one or more courses. Two hundred thirty incarcerated youth attained a GED; 54 returned to public high schools upon release from facility. Forty-nine students obtained a job or entered vocational training classes upon release. Thirty-eight youths enrolled in one or more courses at a community college while incarcerated and/or upon release. Youth get referrals to vocational rehabilitation for continued training after their release. The Correction LEA created a Workforce Development component to enhance the Vocational Program (secure care) and provide a continuum for youth (soft skills to job placement). The program’s advisory committee consists of business and industry, Workforce Investment Act partners, community based organizations, and government entities.

**Postsecondary** – A sampling of activities include Cochise College recently changed its “vocational” programs for inmates into work based education programs. The college’s Prison Education Division served 346 students who earned 657 program completion certificates in six programs during 2006. This rate represents a 123% increase over the previous year. The college’s Testing Center provides GED testing for an average of 75 inmates monthly at the Douglas State Prison. The Pima Community College Building Construction Trades (BCT) Prison Program uses technology (DVD’s, PowerPoint presentations, and building project video analysis) to augment experience student inmates have no access to while in prison. The use of upgraded equipment supports the 80+ percent completion rate and contributes to the program meeting NCCER standards.

- **Support for Programs for Special Populations that Lead to High Skill, High Wage Careers**

**Secondary** – Arizona’s State Plan-mandated Individual Vocational Education Plan (IVEP) requires an LEA team to determine help for each CTE special population student who needs services to ensure student success in achieving the most rigorous outcomes possible. In LEAs where special populations do not appear to be making progress, SEA-directed objectives must be included in the district’s Perkins application to improve attainment of special population students. Workshops targeting special populations include: Implementing and Integrating Reading and Writing Strategies into CTE; Improving Student Outcomes and Meeting Relevance and Rigor for Struggling Students; plus CTE and Transition. Funds also support literacy coaches statewide. These coaches help integrate reading strategies into CTE. Twenty-nine percent of all 2006 PD activities aimed at improving attainment by special population students.

**Postsecondary** – Cochise College’s CTE Program Services (CTEPS) staff provided 139 book loans and 225 vouchers for fuel assistance to low income students, thus permitting these students to attend classes that they might otherwise have been unable to take. The CTEPS staff also worked with 840 high school students with the Teen Maze process and 534 potential students with the Campus Navigation process in support of special populations. Pima Community College provided tutoring in coursework related to pharmaceutical math for deaf students in the pharmacy program.

#### **B. Permissible Activities [Section 124]**

**Secondary** - Career guidance and academic counseling programs comprise 7% of all 2006 PD activities. Another 2% promote secondary and postsecondary linkages, while 7% of PD supports curriculum improvement and 2% Family and Consumer Sciences.

**Postsecondary** - Permissible activities by colleges include support of work-related experience, technical support, student organization support in career and technical areas, updating equipment, and programs for helping CTE students find employment.

### **III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs [Sections 131 and 134]**

- A. Summary of state's eligible recipients include 117 secondary (BG) LEAs; one area vocational and technical education agency (BG); 10 postsecondary college districts (BG); and 11 Tech Prep Consortia make up Arizona's 2006 eligible recipients.

### **IV. Accountability [Section 113] -**

#### **A. State's Overall Performance Results and Program Improvement Strategies**

**Secondary** - CTE programs exceeded Measure 1S1 in reading, writing and math; Measure 3S1 for placement; and 4S1 for NT participation. Arizona did not meet Completion Measure 2S1 and was 0.65% short for 4S2 NT completion. The SEA will renegotiate measures based on the new definitions presented in the Data Quality Institute.

**Postsecondary** - Arizona's postsecondary exceeded negotiated performance levels for Core Indicators 2P1, 3P1, 3P2, 4P1, and 4P2. Arizona did not meet the negotiated performance measure for Core Indicator 1P1, dropping 4.28% from 2005. Likewise, 1P2 fell by 0.83%. The decreases are in part due to a lack of consistency identifying cohort students passing state-designated academic and occupational courses with a "C" or better.

#### **B. State's Performance Results for Special Populations and Program Improvement Strategies**

Tables 6 and 7 outline the secondary and postsecondary Performance Measures results overall as well as address those for the state's special population students. Program improvement strategies include:

- Create a comprehensive PD plan that strategically structures activities, based on data, mandate follow-up down to the classroom level in a continuous improvement cycle.
- Arizona will negotiate special population student performance levels with OVAE using 2006 benchmarks along with new definitions from the Data Quality Institute.
- With teacher turnover a constant, the SEA offers PD sessions locally, regionally and statewide to train identification, service and reporting for special population students.
- SEA endorses using more federal funds to hire special population classroom aides.
- The SEA has a Program in Review (PIR) process. Programs with a PIR designation must include ADE-directed state objectives designed to improve performance in their next Perkins application. A program becomes a PIR if it (1) is missing one of the essential elements of an approved program, or (2) consecutively fails for the second year to achieve the expected state levels of performance (or) substantial improvement over the previous year's performance for one or more measures. The ADE closely examines access, progress and success for special populations by the PIR process.
- The SEA is working with community colleges through Institutional Research (IR) workshops and did a manual detailing how to identify students. Training will increase as new postsecondary staff at the SEA completes their orientation.
- Since no colleges reported military placement, all received a state-directed BG objective to increase their performance over the 2004-05 reporting year. The placement postsecondary performance level increased by 0.83% over 2004-05.

**Table 6. Arizona’s 2006 Secondary Performance Measures**

<b>Core Sub-Indicator</b>	<b>OVAE Negotiated Level Percent (%)</b>	<b>Arizona Concentrator Performance Percent (%)</b>	<b>Arizona Special Populations Performance Percent (%)</b>	<b>Remarks A</b>	<b>Remarks B</b>
<b>1S1 Academic Reading--Met</b>	69.55	92.09	62.43 SPED 62.50 Single Parent	1	3
<b>1S1 Academic Writing--Met</b>	76.17	92.61	62.61 SPED 68.75 Single Parent	1	3
<b>1S1 Academic Math--Met</b>	33.14	88.71	All Sp Pop categories met the measure.	1	-
<b>2S1 Completion--Did not meet</b>	97.98	96.58	95.85 SPED 90.00 Single Parent 95.08 Other Barriers 97.34 LEP 97.46 NT Enrollees	-	4
<b>3S1 Placement--Met</b>	68.71	68.95	60.29 SPED 57.74 Econ Disadvan 61.84 Other Barriers 61.25 LEP	2	3
<b>4S1 NT Participation--Met</b>	20.81	23.80	14.16 SPED 16.76 Econ Disadvan 14.56 Other Barriers 16.58 LEP	-	3, 5
<b>4S2 NT Completion Did not meet</b>	23.81	23.16	No Sp Pop categories met the measure.	-	3, 5

**Remarks A - Reasons for State Performance Meeting Negotiated Level**

1. Student data posts when that student becomes a leaver. Most students leave by graduating. In 2006, students have to pass Arizona's Instrument to Measure Standards to graduate. Thus, academic attainment for CTE students will be high. The seven to eleven percent balances denote students leaving for reasons other than graduation (transfer/dropout) and incomplete data capture.
2. AZ awards incentive funds for concentrator placements related to a students' CTE program.

**Remarks B - Reasons for Groups Not Meeting Negotiated Level**

3. Incomplete data capture. AZ records students as Sp Pop only if they receive interventions for success. Some students get interventions, and though helped, go unidentified and unreported. The impact is incomplete data. Since the whole population is small, any change in numbers notably affects the percentages.
4. AZ does not use a cohort measure aligned to NCLB. AZ has a high drop out rate. Linking CTE concentrator data to the state's student leaver codes is unautomated. As such, LEAs overlook concentrators leaving before graduation. The data shows a portion that leave without graduating.
5. New NT formula excludes a large business program (AIS) in the 05-06 calculations. AZ uses \$118 funds to help LEAs recruit and retain NT students.

**Table 7. Arizona’s 2006 Postsecondary Performance Measures**

<b>Core Sub-Indicator</b>	<b>OVAE Negotiated Level Percent (%)</b>	<b>Arizona Concentrator Performance Percent (%)</b>	<b>Arizona Special Populations Performance Percent (%)</b>	<b>Remarks A</b>	<b>Remarks B</b>
<b>1P1 Academic Attainment-- Did not meet</b>	90.29%	82.33%	No Sp Pop categories met the measure.	-	3
<b>2P1 PS Degree Credential--Met</b>	34.03%	51.64%	All Sp Pop categories met the measure.	1	-
<b>3P1 Placement--Met</b>	39.95%	60.21%	All Sp Pop categories met the measure.	2	-
<b>3P2 Retention--Met</b>	77.50%	80.46%	76.27% LEP	2	4
<b>4P1 NT Participation--Met</b>	21.56%	24.17%	14.08% Displaced Homemakers 19.71% LEP	-	5
<b>4P2 NT Completion Met</b>	19.43%	23.37%	12.50% Displaced Homemakers 18.75% LEP	-	6

**Remarks A - Reasons for State Performance Meeting Negotiated Level**

1. At the postsecondary, it is easy to identify students that received a degree, certificate, or credential and left the LEA in the reporting year using an exit cohort.
2. Most AZ community colleges have a data sharing agreement with the DES to match graduation records with UI wage data records.

**Remarks B - Reasons for Groups Not Meeting Negotiated Level**

3. AZ’s community colleges have no consistency identifying postsecondary stopouts that have attained a “C” or better in all state-designated academic courses.
4. While LEP is short of the negotiated level, it did increase by 14.57% over 2004-05.
5. Data for Displaced Homemakers is a very small number of students (10 out of 15,841), which is not a statistically reliable sample. LEP had a 0.56% increase over 2004-05.
6. Data for Displaced Homemakers is a statistically insignificant number (1 student out of 2,275), which is not a reliable sample.

### C. Definitions

- **Secondary and Postsecondary Vocational participant** – A student who enrolled in at least one vocational-technical education course.

- **Vocational concentrator**

**Secondary:** A student who achieves two transcript Carnegie units/credits in a single CTE program is a concentrator. One unit/credit must be in a Level III course.

**Postsecondary:** student enrolled in the State threshold level of vocational education:

- A minimum of seven vocational credit hours in the same vocational area prefix;
- A minimum of one state-designated course in English or math, technical/business English, technical math, integrated academic/occupational course at or above the 100 level, or demonstrated proficiency by assessment;
- Both of the above must be obtained within the five previous years including the reporting period.

- **Vocational completer:**

**Secondary:** a concentrator who passes the state-adopted technical assessment(s) or, in the absence of a state technical assessment, a concentrator who passes at least 80% of the total program competencies and is documented as attaining at least 80% of the Career Preparation Level III program competencies in an approved CTE program.

**Postsecondary:** a student in an occupational education program who has:

- Attained the “State Threshold Level of Vocational Education,” and
- Received a postsecondary degree, certificate, or credential, including industry-certified certificate or credential and stopped program participation during the reporting year, or
- Successfully completed 18 credit hours with a grade of “C” or better within a vocational career cluster within 5 years and stopped program participation during the reporting year.

- **Tech-Prep student:** The Tech Prep secondary student is anyone enrolled in a Tech Prep program as identified by the local Tech Prep Consortium Director as having a written articulation agreement on file showing non-redundant curricular flow with a college, whether or not the student earns college credit.

**D. Measurement Approaches** (as negotiated/defined in Arizona's 2002 - 2004 State Plan)

Core Sub-Indicator	Measurement Definition	Measurement Approach
<p>1S1 Secondary Academic Attainment</p>	<p><b>Numerator</b> - Number of CTE program concentrators who leave secondary education in the reporting year, that meet or exceed all the state writing standards, as assessed by the Arizona Instrument to Measure Standards (AIMS) test.</p> <p><b>Denominator:</b> Number of CTE program concentrators who leave secondary education in the reporting year, and take the writing standard, as assessed by the Arizona Instrument to Measure Standards (AIMS) test.</p>	<p>1</p>
<p>1S2 Secondary Technical Attainment</p>	<p><b>Numerator:</b> Number of program concentrators who leave secondary education in the reporting year that pass a state-adopted proficiency assessment or in the absence of such an assessment, have documented attainment of at least 80% of the occupational Level III program competencies.</p> <p><b>Denominator:</b> Number of concentrators who leave secondary education in the reporting year.</p>	<p>4</p>
<p>1S2 Secondary Technical Attainment</p>	<p><b>Numerator:</b> Number of program concentrators who leave secondary education in the reporting year that pass a state-adopted proficiency assessment or in the absence of such an assessment, have documented attainment of at least 80% of the occupational Level III program competencies.</p> <p><b>Denominator:</b> Number of concentrators who leave secondary education in the reporting year.</p>	<p>4</p>
<p>2S2 (optional) Sec Completion &amp; Certification</p>	<p>Numerator:</p> <p>Denominator:</p>	<p>2S2 (optional)</p>
<p>3S1 Secondary Placement</p>	<p><b>Numerator:</b> Number of program completers who graduated in the previous year and were placed in postsecondary education, advanced training, military service or employment in the reporting year.</p> <p><b>Denominator:</b> Number of program completers who graduated last year.</p>	<p>1</p>

Core Sub-Indicator	Measurement Definition	Measurement Approach
4S1 Secondary NT Participation	<p><b>Numerator:</b> Number of non-traditional male and non-traditional female students enrolled in non-traditional Level III VTE courses in the reporting year.</p> <p><b>Denominator:</b> Number of students enrolled in the non-traditional Level III_VTE courses in the reporting year.</p>	1
4S2 Secondary NT Completion	<p><b>Numerator:</b> Number of non-trad program concentrators who leave secondary education in the reporting year that pass a state-adopted proficiency assessment or in the absence of such an assessment, have documented attainment of at least 80% of the occupational Level III program competencies.</p> <p><b>Denominator:</b> Number of students completing a non-traditional VTE program in the reporting year.</p>	1
Additional Measure For 1S1 Academic Attainment	<p><b>Numerator</b> - Number of CTE program concentrators who leave secondary education in the reporting year, that meet or exceed all the state reading standards, as assessed by the Arizona Instrument to Measure Standards (AIMS) test.</p> <p><b>Denominator:</b> Number of CTE program concentrators who leave secondary education in the reporting year, and take the reading standard, as assessed by the Arizona Instrument to Measure Standards (AIMS) test.</p>	1
1P1 Post- Secondary Academic Attainment	<p><b>Numerator:</b> Number of vocational program adult learners who (1) achieve the state defined threshold level of course taking; (2) attain a "C" or better in all state designated academic courses; and (3) have stopped program participation in the reporting year.</p> <p><b>Denominator:</b> Number of vocational program adult learners who (1) achieve the state defined threshold level of course taking; and (2) stopped program participation in the reporting year.</p>	5 6
1P2 Post- Secondary Technical Attainment	<p><b>Numerator:</b> Number of vocational program adult learners who (1) achieve the state-defined threshold level of course taking; (2) have met program-defined and industry-validated occupational skills standards in all occupational courses with a "C" or better; and (3) have stopped program participation in the reporting year.</p> <p><b>Denominator:</b> Number vocational program adult learners who (1) achieve the state defined threshold level of course taking and (2) have stopped program participation in the reporting year.</p>	5 6

Core Sub-Indicator	Measurement Definition	Measurement Approach
2P1 Post-Secondary Degree Credential	<p><b>Numerator:</b> Number of vocational program adult learners who (1) earned 18 credits within a program cluster and left postsecondary education in the reporting year, or (2) received a postsecondary degree, certificate, or credential and left the postsecondary program in the reporting year</p> <p><b>Denominator:</b> Number of vocational program adult learners who achieved the state-defined threshold level and leave a postsecondary program in the reporting year.</p>	1
3P1 Post-Secondary Placement	<p><b>Numerator:</b> Number of vocational program adult learners who: (1) completed a program in the previous reporting year; and (2) were placed in further postsecondary education, <u>advanced training</u>, employment, and/or military service three months after stopping participation in the program.</p> <p><b>Denominator:</b> Number of vocational program adult learners who <u>completed a program in the previous reporting year. (The numerator from 2P1 the previous year.)</u></p>	1, 3
3P2 Post-Secondary Retention	<p><b>Numerator:</b> Number of vocational program adult learners who: (1) completed a program in the <u>previous</u> reporting year; and (2) were placed in further postsecondary education, <u>advanced training</u>, employment, and/or military service three months after stopping participation in the program and (3) <u>remained in that placement for an additional six months.</u></p> <p><b>Denominator:</b> Number of vocational program adult learners who completed a postsecondary program in the <u>previous</u> reporting year <u>and were placed three months after stopping participation in the program.</u></p>	3P2 Post-Secondary Retention
4P1 Post-Secondary NT Participation	<p><b>Numerator:</b> Number of males in female dominated <u>occupational programs</u> and number of females in male dominated <u>occupational programs</u> participating in non-traditional programs in the reporting year.</p> <p><b>Denominator:</b> Number of adult learners who participated in non-traditional programs in the reporting year.</p>	4P1 Post-Secondary NT Participation
4P2 Post-Secondary NT Completion	<p><b>Numerator:</b> Number of males in female dominated <u>occupational programs</u> and number of females in male dominated <u>occupational programs</u> completing non-traditional programs in the reporting year.</p> <p><b>Denominator:</b> Number of adult learners who completed non-traditional programs in the reporting year.</p>	1

## E. Improvement Strategies (Perkins Accountability Data)

### Secondary:

- Collaboration among business leaders, the ADE, Arizona State University and the University of Arizona is underway to establish the Arizona Skills Standards Commission (ASSC). Directed by Dr. Margaret Mangini, the commission will certify industry standards, validate assessments and credential students that pass the assessments. Starting in FY 2008, standard tracking will transition to CTE assessments. Arizona's program concentrators must pass an ASSC end-of-program assessment to attain vocational (program) completer status.
- Training to enhance data quality and use the outcomes to improve programs continues statewide. Strategies to improve data quality center on proactive technical assistance *before* the reporting deadline and data quality reviews *after* the reporting deadline. The conditions that identify a district or program candidate as needing proactive technical assistance can include any of the following:
  - A previous Concentrator reporting error rate greater than 10%;
  - A previous Placement reporting error rate greater than 10%;
  - New administrator reporting CTE results for the first or second time;
  - Previously inaccurate special populations reporting;
  - Late reporting or a request for an extension of the reporting deadline; and
  - Previously inconsistent course and program enrollment reports.
- SEA on-line report systems monitor for errors, which generate notices to the LEA for correction. This system allows early intervention, enables timely corrective action and streamlines steps for accurate funding. Automated program checks ensure the essential elements of an approved program--sufficient size, scope and sequence--are in place before funding notification. SEA error reports match enrollment and performance data to approve and fund programs. System refinements continue.
- Internal programming searches performance measures data for active programs that have not submitted concentrator information; programs that have not submitted placement information; inactive programs with performance data; and duplicate concentrator records submitted from different schools for the same student.
- On-line reporting of articulated enrollment (two or more schools sharing a program's sequence) automatically identifies the school responsible for reporting to the SEA.
- LEAs may "practice" accountability reporting using a "sample school" identity. This is another on-line training venue for LEAs that anticipate applying for BG/CTE funds.
- Arizona maintains detailed user manuals for electronic enrollment reporting and performance measures data. All manuals are available on the CTE web site (<http://www.ade.az.gov/cte/DIG/>). All LEAs receive print publications as well.
- CTE Division imports data from other ADE Divisions to eliminate data entry errors.
- CTE collects Tech Prep articulation information during on-site visits.

**Postsecondary:** Discussions, on-site technical assistance and training continue with Institutional Research, occupational deans and other administrators regarding compliance, monitoring, data quality and annual evaluations to address continuous data improvement.

**V. Monitoring Follow-up** - Arizona did not have a monitoring visit in 2006.

## **VI. Workforce Investment Act Incentive Grant Award Results**

The three partner programs in Arizona that exceeded performance measures to qualify to apply for Program Year 2004 (PY04) WIA Incentive Grant funds were Adult Education Services (AES), Career and Technical Education (CTE), and the Workforce Investment Act (WIA). These WIA Incentive Grant funds provide the Arizona Workforce Connection (AWC) system an opportunity to enhance coordination of education and workforce services and referrals among partners.

Serving as a design taskforce, representatives from AES, CTE and state and local area WIA staff determined that since Arizona suffers from a critical shortage of allied health and healthcare workers, the grant project should address that need. Workers need both job specific and literacy skills to be successful. The extraordinary demand for adult literacy classes has created waiting lists for enrollment that extend to two years in many parts of the state. Furthermore, there is a shortage of post-secondary allied healthcare training opportunities. The project provides a comprehensive process to improve system performance and address the needs of Arizona in innovative ways.

The taskforce developed this integrated healthcare initiative that crosses program boundaries in both urban and rural settings. The project incorporates priority service delivery for individuals who are low income, employed entry-level workers, displaced homemakers, basic skills deficient (Adult Basic Education, ABE and Adult Secondary Education, ASE) and/or in need of English Language Acquisition for Adults (ELAA) program services. The project provides allied health and healthcare education and employment opportunities to youth and adults through expanded involvement in occupational education programs at secondary and post-secondary institutions. Individuals can enter through any partner door – truly a “no wrong door” approach. Each partner will be responsible for providing services and referring to other partners for services, depending on each individual’s needs.