

I. State Administration [Section 121]

A. Sole State Agency and Governance Structure

According to the Arizona Revised Statutes (ARS) Section 15-784 and Section 15-787, the State Board for Vocational and Technological Education is the eligible agency to receive and distribute Federal vocational funds under the provisions of the Perkins Act. Under the provisions of ARS Sections 15-784.B, the State Treasurer is the designated custodian for funds.

Under the provisions of ARS Section 15-251 the State Superintendent of Public Instruction is the authorized under the State Board to administer and direct staff to carry out the functions of the Arizona Department of Education. The Arizona Department of Education Career and Technical Education Section maintains the responsibility to administer the annual Perkins allocation funds including secondary and postsecondary allocations via a Basic Grant (BG) to the eligible recipients.

B. Organization of Vocational and Technical Education Programs

The Arizona Model for Vocational Technological Education has been in place since 1987. This “Model” has been phased out with school year 2006-2007 being the final year. CTE programs deliver a comprehensive sequence of instruction and teach all the State-designated competencies identified for Level I, II and III. The four instructional levels of the comprehensive sequence are listed below:

1. Level I—Designed for grades 7 and 8 and is the exploratory level. It represents a core of academic and technical competencies that support all occupations and career exploration for all interest areas. These competencies may also be taught at the high school level.
2. Level II – Designed for grades 9 and 10, serves as the transition between the broad exploration provided at Level I and occupationally specific instruction provided at Level III – The Level II clusters provide CTE students with the foundation of core skills necessary to continue training in a specific occupational program.
3. Level III – Designed for grades 11 and 12, and provides students with occupationally specific preparation leading to employment after graduation and/or further education and training.
4. Level IV – Designed for the years after high school, is the final level in this sequence. Students begin entry-level employment and/or receive advanced training and education at a community college, a proprietary school, a university or in the military.

CTE State staff is implementing a new CTE Delivery System that consists of four levels. The State Board approved this system change for Vocational Technological Education on March 28, 2005. All CTE programs transitioned to the new system for delivering CTE programs for school year 2007-2008. The new levels of delivery are:

1. Career Awareness (grade K-6) – All schools are encouraged to provide experiences for students in kindergarten through grade 6 that will enable them to learn about positive interactions, personal responsibility, good work habits, work as it relates to societal needs and functions, and the management of personal and professional resources.

2. Career Exploration (grade 7-9) – All schools receiving funds to implement Career Preparation Career and Technical Education programs are required to provide students in grades 7-9 opportunities for career exploration. The Career Exploration experience must engage students in problem solving, critical thinking, leadership building and teamwork activities and provide opportunity to learn the foundational skills in information technology, organizational systems, ethics and legal responsibilities, as well as health and safety.
3. Career Preparation (grade 9-12) - Career and Technical Education Programs that have been determined through the use of state labor market data to be high-skill, high-wage or high-demand career opportunities for students enrolled in CTE. Students in grades 9 through 12 enroll in the CTE program that matches their career goals and complete a sequence of courses that leads to the completion of industry-validated assessments and certifications. Programs frequently offer postsecondary dual credit or articulation opportunities for students.
4. Career Management (high school graduates) – Students will prepare for postsecondary occupational certificates, transition to higher education and receive degrees, and utilize lifelong learning skills to complete advanced degrees.

The State Board for Vocational and Technological Education directs Career and Technical Education (CTE) to use labor market data to identify high-wage, high-demand occupations in the state and prioritize CTE programs. Using 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.

Arizona's CTE programs are composed of standards validated by business and industry. Business and Industry Standard Validation Committees are made up of at least 10 representatives who have worked in their profession for two years and two or three educators from the occupational option at secondary and postsecondary, and all of whom represent a variety of regions throughout the state. This committee is responsible for:

- reviewing current Arizona standards, if they exist, and also review additional standards as needed or provide additional standards and measures as pertinent,
- meeting to review standards, develop measurements and provide input for assessment items,
- reviewing results, then provide input regarding changes as assessments are piloted so that industry priorities are addressed,
- assisting in bringing final products to the Skill Standards Commission for final approval,
- reviewing (along with Industry and Business Associations) national assessments, then bring any it considers appropriate to the Skill Standards Commission for approval and
- ensuring validity and reliability.

Table 1. 2006-07 Program List

CIP	2007 CTE Program List
52.0300	Accounting and Related Services
01.0100	Agricultural Business Management - Agriscience
01.0300	Agriscience
51.0800	Allied Health Services
47.0600	Automotive Technologies
52.0200	Business Management and Administrative Services
46.0400	Construction Technologies
12.0400	Cosmetology
12.0500	Culinary Arts
52.1900	Design and Merchandising
15.1300	Drafting and Design Technology
13.1200	Early Childhood Education
13.1500	Education Professions
15.0300	Electronic Technology
52.0800	Financial Services
43.0200	Fire Science
10.0300	Graphic Communications
01.0600	Horticulture
52.0900	Hospitality Management
15.0600	Industrial Manufacturing
15.1200	Information Technology
43.0100	Law, Public Safety and Security
52.1800	Marketing, Management and Entrepreneurship
51.1600	Nursing Services
10.0200	Radio/Television Technology
03.0200	Renewable Natural Resources
48.0500	Welding Technology
48.0700	Woodworking

II. State Leadership Activities [Section 124]

A. Required Uses of Funds

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

During 2006-2007, leadership dollars were expended to provide districts services in regards to their performance measures. These services provide a web-based system for Local Educational Agencies (LEA) to review and use reports to improve programs. The maintenance and update to the Concentrator online reporting system for secondary students allows LEA's the ability to submit information on concentrators, placement surveys and enrollment. In addition, the system provides information on coherent sequence for each secondary recipient. State staff, secondary recipients and Tech Prep administrators have access to assessment reports to assist in the evaluation and assessment of programs.

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

In preparation for meeting the requirements of the Perkins IV legislation, Arizona CTE is committed to identifying methods to address this item. CTE staff is currently working with representatives from the secondary and postsecondary eligible recipients to evaluate and determine the technology needs of its eligible recipients. During the 2006-2007 Summer Conference, participants had the opportunity to participate in several hands-on technology sessions to provide information on the most current software opportunities for schools.

- **Professional Development Programs**

State leadership funds paid services to deliver 219 PD activities, which included 212 state-leadership-sponsored sessions and the annual Arizona Counselor's Academy. The number of duplicated educators participating in state-leadership events has continued to increase each year - from 2,420 in 2006 to 4,216 in 2007. In addition, every summer, ADE and ACTEaz collaborate to sponsor a summer conference to support the mission of CTE in Arizona. The 2007 annual CTE summer conference had 1,227 registered attendees and well over 1700 in attendance at the conference. The Arizona Counselor's Academy had approximately 170 participants.

Arizona CTE collects information from different sources identifying professional opportunities within the State. These sources include State, state university and Tech Prep staff who have submitted the information for this data. For reporting purposes, the State records the primary purpose staff identified as most important. The following table details required and permissible PD activities.

Table 2. Professional Development Workshops

Required Activities	2007 (N=219)
Accurate, Timely, and Reliable Reporting	5%
Train To Use State-Of-The-Art Technology	4%
Keeping Educators Current	27%
Build Partnerships	1%
Expansion of the Use of Technology	7%
Academic Integration	7%
Nontraditional Training and Employment	14%
Support Special Populations & Align with other education programs	.5%
Improve Parent & Community Involvement	1%
Permissible Activities	
Career guidance and counseling	7%
Secondary and Postsecondary Linkages	4%
Curriculum Improvement and Development	15%
CTE Student Organizations--recruit special pops	5%
Training in All Aspects of an Industry	2%
Family and Consumer Sciences Education	0%
Total	100%

The above table only identifies workshops and does not reflect the additional professional development opportunities that participants are experiencing in order to support NSDC Standards for Staff Development. Examples include preparation, follow-up, implementation, evaluations and revisions relating to one or more training sessions.

- **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**

The CTE section at the ADE along with postsecondary partners established an integrated program in Education Professions. This collaboration has resulted in clearly identified secondary academic and CTE courses that eventually lead to a baccalaureate degree in the field of education – Elementary Teaching degree and certification. The success of this model, to facilitate the statewide effort involving the three state universities, community colleges and secondary CTE programs, is the framework for continued integration.

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

In the 2006-2007 year, the Nontraditional Careers Project, in partnership with the University of Arizona, provided technical assistance and professional development opportunities to staff and students. The project provided 148 activities for over 7129 students and 22 workshops for 448 faculty and staff directed towards nontraditional instruction and performance. The project provided focus on continuing workshops, online courses and other professional development opportunities in order to increase

enrollment and retention in CTE nontraditional courses, programs and careers, including those in high skill, high wage and high demand occupations.

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

Research and development activities related to program standards focus on identification of academic content in CTE instructional programs and ways to enhance the instruction of academic skills within CTE programs. Technological advancements and ways to integrate new technology into CTE programs, as well as, new and emerging career opportunities that lead to high-skill, high-wage or high-demand careers for students was addressed.

Arizona CTE continues to develop partnerships with state universities. In the 2006-2007, CTE partnered with Arizona State University Workforce Education Development Office in the identification, review and formulization of academic and occupational standards for Health, Automotive Technologies, and Construction Technologies. The establishment of the Arizona Skills Standards Assessment System with ASU will provide online assessment opportunities to secondary and postsecondary students to validate their technical skill proficiency.

Partnerships with Business and Industry provide resources and training for teachers. Students gain valuable academic and technical skills as a result.

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

Arizona distributes 1% of the State secondary Perkins allocation to state corrections institutions serving youth, using the local BG application. The correctional LEA, the Arizona Department of Juvenile Corrections Career and Technical Education Program, has its own set of population-appropriate performance measures and complies with services for special populations. Performance outcomes (i.e., equivalency proficiency credential (GED), employment, return to secondary school, or enter postsecondary education) are attached to funding. 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. In FY 2006-2007, occupational programs included construction technology, culinary arts, information technology, graphics communications, business, and employability skills training.

In 2006-2007, the Arizona Department of Juvenile Corrections Career and Technical Education Program served over 800 students. Students received training in OSHA Health and Safety, WorkKeys Skills and/or occupational training in one of the above programs. Results from these programs indicate that 180 incarcerated youth attained a GED, 185 returned to public high schools upon release from facility, 101 students obtained a job or entered vocational training classes upon release, and 54 youths enrolled in one or more courses at a community college while incarcerated and/or upon release. Youth referred 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.

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

Special populations are provided opportunity and support for success in high skill, high wage careers just as are other students. 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 1) Implementing and Integrating Reading and Writing Strategies into CTE, 2) Improving Student Outcomes and others. Funds also support literacy coaches statewide. These coaches help integrate reading strategies into CTE.

Labor market data determine which CTE programs are eligible for funding, as well as the amount of state funding provided. This data considers skills required, wages earned and job demand in a ranking of program areas of Arizona's funding priority list of approved CTE programs. Districts have more incentive to provide programs to support high skill, high wage and high demand programs. Only those programs supported on this list are supported with funding. Because Arizona's special populations are mainstreamed, special population students have the same opportunity to participate in these programs and have additional strategies to assist them in succeeding in these programs.

B. Permissible Activities [Section 124 of Perkins III]

In 2006-07, ADE developed a Program Assessment Review (PAR), which is an activity at a Secondary LEA that includes a review of:

- administration support for CTE
- special populations
- fiscal assurances
- program facilities
- industry support
- teacher credentials
- curriculum and instruction
- student involvement in student organizations
- work-based learning experiences
- post secondary articulation
- professional development
- assessment of student learning
- program evaluation
- student recruitment and retention
- performance standards and reporting
- counseling and guidance

A team, which consists of a Basic Grant Administrator, a State Supervisor representative for each program provided at the LEA, State staff or a State Officer representing each Career and Technical Student Organization, the State School Counselor Supervisor and the Secondary Accountability Specialist, meet with LEA administrators and visit LEA sites to evaluate all aspects of each program. A rubric has been developed so the outcomes of the visit are documented and deficiencies are monitored (Appendix A).

In addition, Regional Trainings, Data Quality Reviews and Proactive Technical Assistance continue to provide technical assistance to LEA's annually.

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 119 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 2007 eligible recipients.
- B.** The secondary and postsecondary local applications are attached as Appendix B and C.

IV. Accountability [Section 113] –

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

The following tables identify the Secondary and Postsecondary results for performance measures in the 2006-2007 school year.

Table 3. 2006-07 Secondary Performance Measures

Core Sub-Indicator	OVAE Negotiated	Arizona Actual	Special Populations Actual		Remarks A	Remarks B
Additional Measure 1S1 Academic Reading Met	65.92%	92.58%	Academic Disadv	89.79%	1	3
			Econ Disadv	91.81%		
			Handicapped	59.32%		
			Limited English	73.58%		
			Single Parent	95.00%		
1S1 Academic Writing Met	73.66%	93.51%	Academic Disadv	91.75%	1	3
			Econ Disadv	93.42%		
			Handicapped	60.51%		
			Limited English	82.38%		
			Single Parent	95.00%		
Additional Measure 1S1 Academic Math Met	40.32%	89.83%	Academic Disadv	84.30%	1	-
			Econ Disadv	91.57%		
			Handicapped	45.45%		
			Limited English	82.86%		
			Single Parent	84.21%		
1S2 Technical Skill Met	61.39%	68.52%	Academic Disadv	65.42%	-	-
			Econ Disadv	80.84%		
			Handicapped	69.88%		
			Limited English	71.25%		
			Single Parent	72.73%		
2S1 Completion Met	95%	97.89%	Academic Disadv	97.54%	-	-
			Econ Disadv	99.26%		
			Handicapped	97.36%		
			Limited English	98.00%		
			Single Parent	95.45%		
3S1 Placement Met	69.69%	70.31%	Academic Disadv	63.53%	2	3
			Econ Disadv	64.37%		
			Handicapped	62.00%		
			Limited English	58.48%		
			Single Parent	61.11%		
4S1 NT Participation Met	22.79%	27.16%	Academic Disadv	19.55%	-	3
			Econ Disadv	20.61%		
			Handicapped	15.92%		
			Limited English	17.59%		
			Single Parent	11.76%		
4S2 NT Completion	24.31%	23.72%	Academic Disadv	19.90%	-	3, 4
			Econ Disadv	14.37%		
			Handicapped	15.54%		

Core Sub-Indicator	OVAE Negotiated	Arizona Actual	Special Populations Actual	Remarks A	Remarks B
Not Met			Limited English 21.12% Single Parent 30.00%		
*ZS1 Academic Reading	48%	92.58%	Same as 1S1 Reading.	*	*
*ZS2 Academic Math	40%	89.83%	Same as 1S1 Math.	*	*
*ZS3 School Completion	71%	97.89%	Same as 2S1.	*	*
<p>Remarks A - Reasons for State Performance Meeting Negotiated Level</p> <p>1. Student data is submitted when the students leave school. 2007 graduates must pass the Arizona's Instrument to Measure Standards (AIMS), which is used to calculate Academic Attainment Performance Measures and Graduation.</p> <p>2. Arizona awards incentive funds for graduated concentrators in a placement related to a students' CTE program.</p>					
<p>Remarks B - Reasons for Groups Not Meeting Negotiated Level</p> <p>3. For 2007, special populations are reported only if intervention in the classroom is documented. Students who do not require intervention or accommodation are not being reported as special populations. Therefore, the performance rates for special population students, including handicapped students, are actually higher than reported per special population category, as evidenced by the successful graduation (2S1) rates for special populations, including handicapped students. Those students reported as handicapped (requiring intervention or accommodation) are typically those with more severe disabilities, so the performance rates, although not meeting some measures, indicate that those students are achieving some measure of success, particularly considering measure 2S1. An additional mitigating factor is that in Arizona, students with disabilities do not necessarily have to pass AIMS in order to graduate. CTE students identified in the handicapped category are mainstreamed.</p> <p>4. The Nontraditional Careers Project focused on the enrollment and retention of nontraditional students in gender specific programs. Arizona continues to struggle with nontraditional completion.</p>					
<p>Remarks * - ZS1, ZS2 and ZS3 performance measures are calculated using the Perkins III Concentrator definition. Until 2008 Concentrators are reported, ADE is unable to calculate performance measures using the Perkins IV definition.</p>					

Table 4. Arizona's 2007 Postsecondary Performance Measures

Core Sub-Indicator	OVAE Negotiated	Arizona Actual	Special Populations Actual		Remarks A	Remarks B
1P1 Academic Attainment	88.95%	80.16%	Ind w/Disabilities	75.43%	-	1
			Econ Disadv	72.68%		
			Single Parent	76.17%		
			Displcd Homemkr	82.14%		
			Other Ed Brs	78.76%		
			Limited English	70.98%		
			NonTrad	83.48%		
1P2 Technical Attainment	90.71	86.43%	Ind w/Disabilities	75.43%	-	2
			Econ Disadv	79.70%		
			Single Parent	79.79%		
			Displcd Homemkr	85.71%		
			Other Ed Brs	84.99%		
			Limited English	78.45%		
			NonTrad	90.02%		
2P1 Degree Credential	38.38%	42.84%	Ind w/Disabilities	42.57%	1	3
			Econ Disadv	44.04%		
			Single Parent	39.90%		
			Displcd Homemkr	50.00%		
			Other Ed Brs	37.37%		
			Limited English	52.01%		
			NonTrad	96.03%		
3P1 Placement	39.02%	67.43%	Ind w/Disabilities	52.49%	2	-
			Econ Disadv	56.38%		
			Single Parent	67.39%		
			Displcd Homemkr	44.44%		
			Other Ed Brs	67.14%		
			Limited English	62.42%		
			NonTrad	65.10%		
3P2 Retention	73.82%	80.00%	Ind w/Disabilities	75.79%	3	4
			Econ Disadv	76.97%		
			Single Parent	51.61%		
			Displcd Homemkr	75.00%		
			Other Ed Brs	75.98%		
			Limited English	82.65%		
			NonTrad	37.69%		
4P1 NT Participation	21.63%	25.08%	Ind w/Disabilities	28.90%	4	5
			Econ Disadv	25.92%		
			Single Parent	37.93%		
			Displcd Homemkr	33.58%		
			Other Ed Brs	33.28%		
			Limited English	19.75%		
4P2 NT Completion	20.90%	26.77%	Ind w/Disabilities	26.17%	5	6
			Econ Disadv	20.24%		
			Single Parent	18.75%		
			Displcd Homemkr	9.09%		
			Other Ed Brs	20.33%		

Core Sub-Indicator	OVAE Negotiated	Arizona Actual	Special Populations Actual	Remarks A	Remarks B
			Limited English 15.60%		
<p>MET - Reasons for State Performance Meeting Negotiated Level</p> <p>A1. 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.</p> <p>A2. AZ community colleges have a data sharing agreement with the DES to match graduation records with UI wage data records.</p> <p>A3. Community colleges are offering programs to meet community needs and students are returning to complete their education.</p> <p>A4. Community colleges have made a concerted effort to market nontraditional programs.</p> <p>A5. Community colleges have made a concerted effort to support students within nontraditional programs.</p>					
<p>NOT MET - Reasons for Groups Not Meeting Negotiated Level</p> <p>B1. AZ's community colleges have no consistency identifying postsecondary stop-outs that have attained a "C" or better in all state-designated academic courses.</p> <p>B2. Receiving results for those students who take and pass industry standard assessments is difficult. Students must be willing to provide test results to the college.</p> <p>B3. Other Educational Barriers missed measure by 1%. Community colleges will evaluate why this group is lower than the other special pops.</p> <p>B4. While community colleges have a data sharing agreement with DES, the ability to track military and university placement is very limited. Several community colleges had staff turnover and data review determined inconsistencies in data collection process.</p> <p>B5. It is difficult to get LEP students to participate in nontraditional course offerings – primarily due to cultural background. Community colleges are working with outreach groups to improve the numbers.</p> <p>B6. Community colleges are working with outreach groups to improve the numbers. Also, stronger marketing campaigns for nontraditional courses is occurring.</p>					

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

Tables 3 and 4 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:

- Offer professional development sessions locally, regionally and statewide to train identification, service and reporting for special population students.
- Report students in special populations categories as identified on student demographic records regardless of services provided in CTE classrooms. (Since the current reporting of special populations does not appear to accurately reflect the high level of service provided to special populations students, nor the accurate level of performance of those populations, beginning in FY 08, all CTE students who are members of special populations categories will be reported as special populations students, rather than reporting only those who are provided with intervention strategies. Data will be analyzed to determine additional strategies as necessary.)

- Continue to promote using federal funds to hire special population classroom aides.
- 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.
- Identify appropriate training for the teachers to address the unique needs of nontraditional programs for all student populations through the Secondary Nontraditional Career Project.
- Designate programs with a Program in Review (PIR) status to include State-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. State staff closely examines access, progress and success for special populations by the PIR process.
- Develop and maintain new postsecondary accountability guides to assist the community colleges to ensure reporting of the measures are consistent and reliable. This guide will provide information on the grant applications process, program approval and monitoring process, and assessment approval process. This guide will focus on Perkins IV requirements.
- Develop a new postsecondary reporting system to assist in the collection of required data elements to ensure that reporting of the measures are consistent and reliable. In previous year, the data collection process was outsourced and is being brought back into ADE. The development process for this reporting system will span several years.

C. Definitions

- **Secondary and Postsecondary Vocational Participant (Perkins III)**
A student who is enrolled in at least 1 vocational-technical education course.
- **Vocational Concentrator (Perkins III)**
Secondary: A student who achieves two transcribed Carnegie units/credits in a single CTE program is a concentrator. One unit/credit must be in a Career Preparation Level III course. Although a student can achieve concentrator status in any grade 9-12, concentrators are only reported when they leave secondary education in the reporting year.

Postsecondary: A student enrolled in:

1. A minimum of 7 vocational credit hours in the same vocational area prefix
2. A minimum of 1 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
3. Both #1 and #2 completed within the five previous years including the reporting period.

- **Vocational completer (Perkins III)**

Secondary: A concentrator who passes the state-adopted technical assessment 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:

1. Attained the “State Threshold Level of Vocational Education” and
2. Received a postsecondary degree, certificate, or credential, including industry-certified certificate or credential and stopped program participation during the reporting year, or
3. 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 (Perkins III)**

A student 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 the student earns college credit.

- **Secondary Concentrator (Perkins IV Transition Year)**

A secondary student who:

- 1) has transcribed three (3) or more Carnegie Units/credits in a State-recognized sequence for an approved Career and Technical Education program; OR
- 2) has transcribed two (2) Carnegie Units/credits in a State-recognized sequence for an approved Career and Technical Education program, but only in those program areas where two (2) Carnegie Units/credit sequences at the secondary level are recognized by the State.

In both cases the Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook.

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

Table 4. Measurement Approaches		
Core Sub-Indicator	Measurement Definition	Measurement Approach
1S1 Academic Attainment – Reading	<p>Numerator: 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>Denominator: 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>	State Academic Assessment System
1S1 Academic Attainment – Writing	<p>Numerator: 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>Denominator: 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>	State Academic Assessment System
1S1 Academic Attainment – Math	<p>Numerator: Number of CTE program concentrators who leave secondary education in the reporting year, that meet or exceed all the state mathematics standards, as assessed by the Arizona Instrument to Measure Standards (AIMS) test.</p> <p>Denominator: Number of CTE program concentrators who leave secondary education in the reporting year, and take the mathematics standard, as assessed by the Arizona Instrument to Measure Standards (AIMS) test.</p>	State Academic Assessment System
1S2 Secondary Technical Skill Attainment	<p>Numerator: 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>Denominator: Number of concentrators who leave secondary education in the reporting year.</p>	Locally-Approved Local Standards and Assessment
2S1 Secondary Completion	<p>Numerator: Numbers of students reaching a state-defined threshold level of vocational education and who have attained a high school diploma or its recognized state equivalent and have left secondary education in the reporting year.</p>	Secondary Completion

Table 4. Measurement Approaches		
Core Sub-Indicator	Measurement Definition	Measurement Approach
	Denominator: Number of students reaching a state-defined threshold level of vocational education and who have left secondary education in the reporting year.	
2S2 Secondary Completion & Certification	OPTIONAL – Not an Arizona measure	
3S1 Secondary Placement	Numerator: 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. Denominator: Number of program completers who graduated last year.	State-Developed , School-Administered Surveys/ Placement Records
4S1 Secondary NT Participation	Numerator: Number of nontraditional male and non-traditional female students enrolled in nontraditional Level III VTE courses in the reporting year. Denominator: Number of students enrolled in the nontraditional Level III VTE courses in the reporting year.	State/Local Administrative Data
4S2 Secondary NT Completion	Numerator: Number of nontraditional 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. Denominator: Number of students completing a nontraditional VTE program in the reporting year.	State/Local Administrative Data
ZS1 Academic Attainment in Reading/ Language	Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. Denominator: Number of CTE concentrators who took the ESEA assessments in reading whose scores were included in the State’s computation of AYP ad who, in the reporting year, left secondary education.	State Academic Assessment System
ZS2 Academic	Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school	State Academic Assessment

Table 4. Measurement Approaches

Core Sub-Indicator	Measurement Definition	Measurement Approach
Attainment in Mathematics	<p>mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP ad who, in the reporting year, left secondary education.</p>	System
ZS3 Secondary School Completion	<p>Numerator: Number of <u>CTE concentrators</u> who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA</p> <p>Denominator: Number of <u>CTE concentrators</u> who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	Secondary completion
1P1 Post-Secondary Academic Attainment	<p>Numerator: 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>Denominator: 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>	Overall Grade Point Average, Program Completion
1P2 Post-Secondary Technical Attainment	<p>Numerator: 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>Denominator: 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>	Vocational/ Technical Education Course, Vocational/ Technical Education Program Completion
2P1 Post-Secondary Degree Credential	<p>Numerator: 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>Denominator: Number of vocational program adult learners</p>	State/Local Administrative Data

Table 4. Measurement Approaches

Core Sub-Indicator	Measurement Definition	Measurement Approach
	who achieved the state-defined threshold level and leave a postsecondary program in the reporting year.	
3P1 Post-Secondary Placement	<p>Numerator: 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>Denominator: Number of vocational program adult learners who <u>completed a program in the previous reporting year.</u> (The numerator from 2P1 the previous year.)</p>	State-Developed, School-Administered Surveys/ Placement Records, Administrative Record Exchanges/ Matching of Administrative Records
3P2 Post-Secondary Retention	<p>Numerator: 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>Denominator: Number of vocational program adult learners who completed a postsecondary program in the <u>previous</u> reporting year and <u>were placed three months after stopping participation in the program.</u></p>	State-Developed, School-Administered Surveys/ Placement Records, Administrative Record Exchanges
4P1 Post-Secondary NT Participation	<p>Numerator: Number of males in female dominated <u>occupational programs</u> and number of females in male dominated <u>occupational programs</u> participating in nontraditional programs in the reporting year.</p> <p>Denominator: Number of adult learners who participated in nontraditional programs in the reporting year.</p>	State/Local Administrative Data
4P2 Post-Secondary NT Completion	<p>Numerator: Number of males in female dominated <u>occupational programs</u> and number of females in male dominated <u>occupational programs</u> completing nontraditional programs in the reporting year.</p> <p>Denominator: Number of adult learners who completed nontraditional programs in the reporting year.</p>	State/Local Administrative Data

E. Improvement Strategies

The accountability focus at the secondary level for the 2006-2007 school year was to continue training efforts 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. In 2006-2007, Arizona CTE implemented a new Performance Assessment Review (PAR) of secondary eligible recipients. The PAR provides opportunities for State staff to engage in the evaluation of programs and provide immediate feedback to the eligible recipients of program improvement needs and best practices. The PAR process has enabled eligible recipients to address identified issues/successes and prepare for the upcoming school year in a timely manner.

At the postsecondary level strategies were identified to address program improvement. One of the primary changes was the decision to bring postsecondary collection processes in-house. The State is designing and building a postsecondary database system. Improvements to existing resources are in process.

V. Monitoring Follow-up

Arizona did not have a monitoring visit in 2006-2007.

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 2005 (PY05) 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 continue coordination of education and workforce services and referrals among partners.

AES, CTE and WIA have collaborated to design a program targeted at health care occupations. This project provides a comprehensive process to improve system performance and address the needs of Arizona by providing funding for appropriate, industry-based assessments available via a web-based system to any individual in the AWC system, CTE and AES programs. Workers need not only job specific, but also 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 postsecondary healthcare training opportunities. This project provides a comprehensive process to improve system performance and address literacy and workforce needs of Arizona in innovative ways.

This integrated healthcare initiative crosses program boundaries in both urban and rural settings. This 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. It also provides healthcare education and employment opportunities to youth and adults through expanded involvement in occupational education programs at secondary and postsecondary institutions. Each partner is responsible for providing services and referring to other partners for services, depending on each individual's needs.

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District:

High School:

Date:

The PAR is to be used to conduct an assessment of the District's CTE Programs. The PAR will assist ADE/CTE staff in identifying areas of strength as well as areas that requires improvement. It is expected that areas that require improvement will result in a program improvement plan, which could be amended to your Basic Grant. "Sample Evidence" column is not all inclusive and not all items identified are necessary as evidence.

Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
ADMINISTRATION SUPPORT for CTE – Federal Programs Unit							
Federal Programs - Basic Grant Spec (BG) and Local Director (LD)	1A. Principal and School		Knowledge of CTE programs and offers minimal support. More work needed to gain support.	1. Course catalog reflects coherent sequence of CTE courses. 2. Principal serves on CTE Advisory Boards and participates in annual program evaluation. 3. CTSO's active on campus. 4. Master schedule is conducive to enrollment in a coherent sequence of CTE courses.	Site Administrator promotes: 1. academic integration 2. collaborative learning 3. national standards for staff professional development 4. involvement from business & industry 5. cooperative education/ internships as capstone experience	The school is allocating facility space, equipment and funding for the program start-up <input type="checkbox"/> Master schedule <input type="checkbox"/> FTEs in CTE <input type="checkbox"/> Course Catalog or description book <input type="checkbox"/> Promotional materials <input type="checkbox"/> Website <input type="checkbox"/> Advisory committee membership roster <input type="checkbox"/> Block schedule (_____ minutes) <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
Federal Programs BG Spec and LD	1B. District Administration		Knowledge of CTE program and offer minimal support. More work needed to gain support.	CTE programs showcased on school board agenda and minutes. Participates in the annual evaluation or PAR.	District administrators & board take active role in promoting & supporting CTE programs 1. state of the art facilities 2. computer-aided/ITV provide distance learning 3. provide non-trad curriculum delivery methods (block schedule, ITV, Career Pathways)	The district is allocating resources for the program start-up <input type="checkbox"/> Board agenda/minutes <input type="checkbox"/> Annual program evaluation roster <input type="checkbox"/> District admin has CTE background/experience <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
Federal Programs BG Spec and LD	1C. Budget/Funding		Budget consists of rough estimates of anticipated expenses/resources.	1. Produce detailed expenditure report that matches all grant guidelines. 2. Demonstrates appropriate use of funds. 3. Itemized budget for individual CTE program.	1. Expenditure report shows consistent M & O support 2. Starts programs with district funds 3. Sustains and improves programs with district funds 4. Eliminates programs that fail	Funds shown as a line item in the schools approved budget. <input type="checkbox"/> Budget <input type="checkbox"/> Expenditure Report <input type="checkbox"/> POs/Invoices <input type="checkbox"/> Fixed Asset List	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3

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Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3							
PROGRAM EVALUATION							
Federal Programs – BG	1D. Program Evaluation		Evaluation committee is established but has not participated.	Evaluation committee (made up of stakeholders-identified in the law) meets annually to evaluate program, using performance data in order to develop and continue improvement plan including development of basic grant objectives.	Evaluation committee actively involved in program improvement: 1. multiple site visits/year 2. classroom presentations 3. donates equipment and/or supplies 4. establishes and follows strategic plan for CTE	<input type="checkbox"/> List of stakeholders with contact information <input type="checkbox"/> List of meeting attendees <input type="checkbox"/> Invitation/agenda <input type="checkbox"/> Evaluation tool used <input type="checkbox"/> Results of evaluation <input type="checkbox"/> Basic Grant application <input type="checkbox"/> Program Improvement Plan <input type="checkbox"/> Data showing student improvement <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
REPORTING							

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Federal Programs – BG	1E. Timely & Accurate Reporting		Submitted 50% of reports on time and/or error rate greater than 5%.	Exhibits 100% of data by appropriate dates of submission with an error rate of less than 5%.	Exhibits 100% of data by appropriate dates of submissions with no errors.	<input type="checkbox"/> Enrollment Reports <input type="checkbox"/> Performance Data <input type="checkbox"/> Student records (transcripts, standards tracking) <input type="checkbox"/> LEA BG Report Matrix <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
Notice of Nondiscrimination							
Federal Programs – BG Spec	1F. Annual Public Notification of Non-discrimination		District has a notification of nondiscrimination statement, but is not published annually prior to the beginning of school or contains all the necessary information.	District annually provides public notification in media designed to reach the general public at the beginning of each school year stating that the CTE programs are offered without discrimination. Includes name and contact information for 504 and Title IX Coordinator.	Annual public notification also includes a listing of CTE program offerings and states a lack of English language skills will not be a barrier to admission. Notice is available in other languages as needed and in more than one media.	<input type="checkbox"/> Newspaper <input type="checkbox"/> Website <input type="checkbox"/> Newsletter <input type="checkbox"/> Student/parent handbook <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> BG Specialist provided LEA sample copy <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3

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Federal Programs – BG Spec	1G. Continuous notification of non-discrimination		District has a notice of nondiscrimination, but it does not appear in all publications that go to the district service area.	District includes a notice of nondiscrimination in at least 90% of the publications including recruitment material.	All publications including the website have the nondiscrimination statement in English and other languages as needed.	<input type="checkbox"/> Course description book <input type="checkbox"/> Student and/or parent handbook <input type="checkbox"/> Recruitment materials <input type="checkbox"/> Website <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> BG Specialist provided LEA sample copy <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
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Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
SPECIAL POPULATIONS (Disabled/Handicap, Limited English Proficient, Economic Disadvantaged, and Single Parent, Non-Traditional) (Federal Programs Unit continued)							
Federal Programs – BG Spec	1H. Special Population Enrollment		Special population enrollment in CTE is not equivalent to district's special population enrollment.	Special population enrollment in CTE is equivalent to district's special populations enrollment by +/-10%.	Each CTE program area reflects special population enrollment whose percentage is equivalent to district enrollment.	<input type="checkbox"/> Program enrollment comparisons <input type="checkbox"/> 40 th /100th day enrollment <input type="checkbox"/> 9-12 site enrollment <input type="checkbox"/> Desk Monitoring Assurance 2 & 3 calculations <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
Federal Programs – BG Spec	1I. ICTEPs		1. District has ICTEP. 2. ICTEPs are not written for all students needing services.	1. ICTEP forms available and used for all special populations. 2. ICTEP is initiated when student is in need of services. 3. ICTEP modification plan is in practice.	1. ICTEP implementation involves an ICTEP team composed of counselors, parents, administrators, other teachers and the student. 2. ICTEPs updated frequently. 3. Service to special pops supported by ongoing PD.	<input type="checkbox"/> Sample ICTEPs <input type="checkbox"/> Blank ICTEPs <input type="checkbox"/> Class rosters <input type="checkbox"/> ICTEP Team Members <input type="checkbox"/> Student transcripts <input type="checkbox"/> ICTEPs show student success, notes, dates, initials <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
Federal Programs – BG Spec	1J. Successful Completion		Special Population students complete at rates outside 10% of the rate of the district's total non-special population.	Special Population students complete at or within 10% of the same rate as non-special population students in the district. .	Special population students complete at or within +/-5% of the same rate as non- special population students in each CTE program area.	<input type="checkbox"/> Concentrator reports <input type="checkbox"/> Program enrollment <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3

COMMENTS:

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FISCAL ASSURANCES					Not Evident (NE/0) Attained (A/2)		Recommendations	
Federal Programs – BG Spec	1K. Audits	What is the date of the most recent audit of the districts CTE funds (state or federal)? NOTE: Explain to the LEA this is the annual district audit conducted by an independent CPA firm.	Date of Audit: Audit Firm: Lead Auditor: CTE Audit Exceptions:		<input type="checkbox"/> NE/0 <input type="checkbox"/> A/2			
Federal Programs – BG	1L. Conflict of Interest	Were any items purchased with Perkins or state funds from a vendor that employs a district employer or relative of a district employee? (if Yes, explain)	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Comments:			
		Were any items purchased with Perkins or state funds from a vendor in which a district employee has a financial investment? (If Yes, explain)	YES <input type="checkbox"/>	NO <input type="checkbox"/>				
	1M. Fixed Assets List/Inventory	Does district have an established process for the: <input type="checkbox"/> purchase, <input type="checkbox"/> identification, and <input type="checkbox"/> inventorying of capital/equipment purchased with Perkins funds. (If No/unchecked, explain)	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Comments:			
		Based upon an approved project capital expenditure page, does equipment with a unit cost of \$5,000 or more, purchased with Perkins funds, appear on the <input type="checkbox"/> district's fixed assets listing? Note: If the district guidelines stipulate an amount less than \$5,000, the fixed asset listing should reflect the district guideline. (If No, provide a corrective action plan to address deficiency.)	YES <input type="checkbox"/>	NO <input type="checkbox"/>				
		Does the above listing provide the <input type="checkbox"/> district tag number, serial number or other number that identifies the item and <input type="checkbox"/> physical location or <input type="checkbox"/> disposition (if lost, sold or stolen) of the capital item. (If No/unchecked, provide a corrective action plan to address deficiency.)	YES <input type="checkbox"/>	NO <input type="checkbox"/>				
1N. Stewardship List	Does the District maintain a stewardship list for items costing at least \$1,000 but less than \$5,000 (or the District's capitalization threshold if less than \$5,000) (If No, explain)	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Comments:				
	Does the <input type="checkbox"/> stewardship list include the <input type="checkbox"/> description, <input type="checkbox"/> identification number (tag number, serial number, or other number that specifically identifies the item), <input type="checkbox"/> physical location, and <input type="checkbox"/> month/year of acquisition. (If No/unchecked, provide a corrective action plan to address deficiency.)	YES <input type="checkbox"/>	NO <input type="checkbox"/>					<input type="checkbox"/> NE/0 <input type="checkbox"/> A/2

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FISCAL ASSURANCES						Recommendations
Federal Programs – BG Spec	1O. Supplanting	Did this Basic Grant application request funds for vocational expenditures which were previously paid for by non-federal funds? (If Yes, explain)	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Comments:	
		Did this Basic Grant application request funds to purchase textbooks. If yes, are these textbooks required for the course/program?	YES <input type="checkbox"/>	NO <input type="checkbox"/>		
		Did this Basic Grant application request additional funding for personnel costs over and above the previous year's grant? (If Yes, explain)	YES <input type="checkbox"/>	NO <input type="checkbox"/>		
Federal Programs – BG Spec	1P. Time & Effort [OMB CIRCULAR NO. A-87 Revised 05/10/04] <i>(Standards regarding time distribution are in addition to the standards for payroll documentation.)</i>	Are Perkins funds being used to pay salaries/stipends of staff working less than 100% of their time on CTE activities? (If Yes, explain. If no the remaining items do not apply.)	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Comments:	
		If yes, does the employee's position description (PD) detail their CTE responsibility? (If No, provide a corrective action plan to address deficiency.)	YES <input type="checkbox"/>	NO <input type="checkbox"/>		
		Does the employer's PD state the percentage of time they will work on CTE activities? (If no, provide a corrective action plan to address deficiency)	YES <input type="checkbox"/>	NO <input type="checkbox"/>		
		Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages should be supported by personnel activity reports or equivalent documentation. OMB CIRCULAR NO. A-87, Attachment B, Item 8 (Compensation for personal services). Does the district have a formal time and effort reporting system in place? (If No, explain)	YES <input type="checkbox"/>	NO <input type="checkbox"/>		
		Does the district time and effort reporting system meet the following standards: <input type="checkbox"/> Reflect an after the fact distribution of the actual activity of each employee? <input type="checkbox"/> Account for the total activity for which each employee is compensated? <input type="checkbox"/> Are the reports prepared at least monthly and coincide with one or more pay periods? <input type="checkbox"/> Are the time and effort reports signed by the employee? (If No, provide a corrective action plan to address deficiency.)	YES <input type="checkbox"/>	NO <input type="checkbox"/>		
						<input type="checkbox"/> NE/0 <input type="checkbox"/> A/2
						<input type="checkbox"/> NE/0 <input type="checkbox"/> A/2

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FISCAL ASSURANCES – (Federal Programs Unit continued)					Recommendations
Federal Programs – BG Spec	Time & Effort [OMB CIRCULAR NO. A-87 Revised 05/10/04] Continued	Budget estimates or other distribution percentages: <input type="checkbox"/> Reflect a reasonable approximations of the CTE activity actually performed; <input type="checkbox"/> Does the LEA conduct quarterly (or more frequent) comparisons of actual costs to budgeted distributions based on the monthly activity reports (Note: costs charged to Federal awards to reflect adjustments made as a result of the activity actually performed may be recorded annually if the quarterly comparisons show the differences between budgeted and actual costs are less than ten percent.) <input type="checkbox"/> The budget estimates or other distribution percentages are revised at least quarterly, if necessary, to reflect changed circumstances. (If No/unchecked, provide a corrective action plan to address deficiency.)	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Comments:
Evidence for fiscal assurances: <input type="checkbox"/> Basic Grant application (current and last 2 years) <input type="checkbox"/> Completion reports for above (current and last 2 years) <input type="checkbox"/> Purchase orders (POs) <input type="checkbox"/> Invoices <input type="checkbox"/> Inventory lists by program <input type="checkbox"/> Stewardship lists <input type="checkbox"/> Fixed asset inventory lists <input type="checkbox"/> Time and effort logs <input type="checkbox"/> Job descriptions <input type="checkbox"/> Stipend (Addendum for off contract compensation) <input type="checkbox"/> _____ <input type="checkbox"/> _____					<input type="checkbox"/> NE/0 <input type="checkbox"/> A/2
Comments:					

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Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
FACILITY - Career Pathways Unit - PROGRAM NAME:			Program Birth Date:			Program Review Date:	
Career Pathways – State Supervisor	2.A. Facility/Space		Space provided for instruction is not conducive to student learning and safety and doesn't meet specific program requirements (guidelines to be developed).	Space provided is conducive to student learning and safety and meets all identified program standards.	CTE program provides each CTE program with all required space to meet program standards and guidelines.	Evidence of adequate space available and assigned to the program <input type="checkbox"/> Floor plan of facility, or <input type="checkbox"/> Floor plan of existing facility <input type="checkbox"/> Plans and written specifications for facility renovation, <input type="checkbox"/> Purchase orders <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
EQUIPMENT							
Career Pathways – State Supervisor	2B. Equipment (See ADE CTE equipment list for program)		At least 80% of required specific program equipment is available with a plan to procure remainder or plan to utilize equipment off site.	All required program equipment is available, in use and in good working condition.	Available equipment exceed CTE program equipment list and is the industry's most up to date equipment.	(See ADE CTE equipment list for CTE program in assessing this item) www.aztechprep.org <input type="checkbox"/> CTE Program Equipment List <input type="checkbox"/> Inventory showing all equipment available and in good condition, or <input type="checkbox"/> Letter of Support stating funds available for equipment, or <input type="checkbox"/> Purchase orders for equipment, or <input type="checkbox"/> Letter from industry partner specifying donation and date available <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3

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Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
INDUSTRY SUPPORT							
Career Pathways – State Supervisor	2C. Recruitment /Involvement of Industry Partners		Industry partnerships are being developed or recently established for CTE programs.	Industry partnerships established with CTE programs through active participation.	Industry partnerships are actively involved in CTE programs by providing support such as: Training sites for students and employment opportunities upon completion of program and/or partners teaching several classes/year.	<input type="checkbox"/> Minutes of Meetings <input type="checkbox"/> Written partnership, <input type="checkbox"/> Strategic Plan <input type="checkbox"/> List of Industry Partners for the CTE program with contact information of primary contact, or <input type="checkbox"/> Letters of commitment from Industry Partners, or <input type="checkbox"/> Documentation of site visits to or by partners (emails, posters, materials from partner) <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
Career Pathways – State Supervisor	2D. Advisory Board		Evidence that Advisory Board(s) for CTE programs are formed. Membership list reflects programs at the school.	Advisory Board is established and meets at least twice per year, and provides industry input regarding current/relevant industry practices. Evidence of a meeting having been held and outcomes of meeting.	Advisory Board meets at least twice per year & there is evidence of participation in expanded activities such as: 1. Instruction 2. Financial/equipment support 3. Off-site training sites 4. Employment	<input type="checkbox"/> List of CTE program Advisory Board members with contact information, and <input type="checkbox"/> Minutes of Advisory Board meeting that address CTE program, or <input type="checkbox"/> Letters of commitment from Advisory Board members <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3

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Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
TEACHER(S)							
Career Pathways – State Supervisor	2E. Teacher CTE Credentials		Teacher(s) eligible for certification, and working toward certification.	Teacher(s) currently CTE certified in appropriate area.	Teacher has CTE certification and additional professional certificates and/or working on masters.	http://www.ade.az.gov/certification for specific teacher credentials <input type="checkbox"/> Copy of current professional certification, or <input type="checkbox"/> Copy of completed certification application <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
Career Pathways – State Supervisor	2F. Teacher Professional Experience in Industry		Teacher(s) has experience in relevant business and industry related to program.	Teacher(s) has recent (within five years) relevant business and industry experience.	Annually participates in industry-professional development activities.	<input type="checkbox"/> Documentation of recent or concurrent work experience – organization, job titles, dates of employment, or <input type="checkbox"/> Documentation of recent professional experience in industry <input type="checkbox"/> _____ <input type="checkbox"/> _____	

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	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 Recommendations
CURRICULUM and INSTRUCTION							
Career Pathways – State Supervisor	2G. Content Standards		State designated content standards are aligned with the district curriculum.	Standards are cross-walked and taught for each student in each CTE program.	Assessment of students' attainment of program standards has been developed and administered for the CTE programs.	<input type="checkbox"/> Determine level of student skill and knowledge <input type="checkbox"/> Course syllabus and Outline <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
Career Pathways – State Supervisor	2H. Course Sequence		Course sequence is identified but all courses are not being delivered. Includes access to career exploration.	Course sequence is clear, documented and all standards are delivered.	Course sequence enrollment is scheduled to produce high percentage of concentrators and completers.	<input type="checkbox"/> School course catalog with course descriptions, pre-requisites identified, and course sequence documented, or <input type="checkbox"/> Other documentation of course sequence leading to "completer" status <input type="checkbox"/> Master teaching schedule <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3

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Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
CURRICULUM and INSTRUCTION							
Career Pathways – State Supervisor	2I. Academic Integration		Provided documentation that reflects use of the academic crosswalks available for each program area in lesson plans and projects.	All lesson plans reflect academic integration.	Provided evidence of collaborations with academic instructors.	<input type="checkbox"/> School course catalog with course descriptions, pre-requisites identified, etc., or <input type="checkbox"/> Sample lesson plans from academic core courses indicating relevancy to the CTE program <input type="checkbox"/> Documentation of collaboration, team-teaching with academic teachers, or <input type="checkbox"/> Co-developed units of instruction lesson plans <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
Career Pathways – State Supervisor	2J. Lesson plans		Lesson plans are developed for all courses in sequence.	Lesson plans are current and relevant and contain the following elements: 1. Standards identified and addressed 2. Method of delivery 3. Materials and resources used and, 4. Evaluation methods	All lesson plans developed and cross walked to academic standards.	<input type="checkbox"/> Lesson plans, or <input type="checkbox"/> CTE program standards identified in each lesson plan <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3

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Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
WORK-BASED LEARNING EXPERIENCES							
Career Pathways – State Supervisor	2K. Work Based Learning		WBL established, identified and defined (i.e. co-op, internship DCE).	WBL established and students participating in WBL have passed at least one career preparation course.	All CTE students participating in work based learning experience have passed all pre-requisite courses prior to enrolling in WBL at least one career preparation course.	See http://www.ade.az.gov/cte/info/ for resource manuals <input type="checkbox"/> Course description booklet <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
	2Ka. Training agreement with Work Based Learning Site – for Co-op Ed, internship and DCE		Training agreement written and student training plans developed that are aligned with program standards.	Training agreements written, training plans aligned with program standards developed, and reviewed and signed by employer, student, parent and teacher.	All students participating in co-op internships or DCE have site training agreements and training plans aligned with program standards signed by employers, teachers, students and parents.	See http://www.ade.az.gov/cte/info/ for resource manuals <input type="checkbox"/> Course description <input type="checkbox"/> Names and contact information of industry partners who will be offering work-based learning experiences, or <input type="checkbox"/> Outlines of internships, shadowing, site visits, etc., to be implemented, including schedule, number of students <input type="checkbox"/> Signatures of district administration and industry partner on Letter of Agreement <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3

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	2Kb. School Based Enterprise		SBE established identified and defined (school store, child care center etc.).	Students participating in established school based enterprise have had at least one career preparation course in sequence.	All CTE students participating in a school based enterprise have passed at least one career preparation course in sequence.	<input type="checkbox"/> Course description book <input type="checkbox"/> Course outlines <input type="checkbox"/> _____ <input type="checkbox"/> _____	
						<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3	
Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
POST SECONDARY ARTICULATION							
Career Pathways – State Supervisor	2L. Articulation with Post Secondary Institutions		Post Secondary school programs identified with plans to align curriculum and develop articulation agreements.	Each program has established articulation with post secondary institution, aligned curriculum and articulated/dual enrollment agreement in place.	Students are participating in articulated programs & earned dual/transfer post-secondary credit.	<input type="checkbox"/> Articulation/dual enrollment agreements <input type="checkbox"/> Enrollment records <input type="checkbox"/> Student transcripts <input type="checkbox"/> Aligned curriculum <input type="checkbox"/> _____ <input type="checkbox"/> _____	
						<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3	
PROFESSIONAL DEVELOPMENT (District CTE teaching staff)							

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Career Pathways – State Supervisor	2M. Professional Development		Some opportunities available with some participation.	Significant professional development opportunities specific to CTE programs available with all CTE teachers participating.	Professional Development participation by CTE and academic teachers.	<input type="checkbox"/> Travel documentation <input type="checkbox"/> Registration forms <input type="checkbox"/> Professional development certificates <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 Recommendations
ASSESSMENT of STUDENT LEARNING – Teacher local developed and administered assessments of student attainment of standards							
Career Pathways – State Supervisor	2N. Assessment Selection		Assessment identified, but requirements and/or rubric not clear.	(Industry Credentials) * N/A till 07-08 * (Impossible to measure until process is in place.)	Assessments are administered and students pass at high rate.	<input type="checkbox"/> ADE CTE has not approved chosen technical assessment <input type="checkbox"/> Written assessment information for students and parents, or <input type="checkbox"/> Documentation of efforts to establish agreement with external testing agency, or <input type="checkbox"/> Documentation of assessment methods approved by ADE CTE <input type="checkbox"/> _____ <input type="checkbox"/> _____	

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							<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
Career Pathways – State Supervisor	20. Competency/ Standards Tracking		Teacher knows what Competency/Standards Tracking is.	Teacher has Competency/Standards Tracking forms partially filled out and has documented attainment for some of the Standards.	Teacher has Competency/Standards tracking records completely filled out and has documented all standards taught to date. Standards taught to date align with lesson plans.	<input type="checkbox"/> Lesson Plans <input type="checkbox"/> Competency/standard Tracking records <input type="checkbox"/> _____ <input type="checkbox"/> _____	
							<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3

Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
PROGRAM EVALUATION (Shared)							
Career Pathways – State Supervisor	2P. CTE Program Evaluation		Evaluation committee is established but has not participated; and/or not trained in ADE approved evaluation document.	Evaluation committee (made up of stakeholders) meets annually to evaluate program, using performance data in order to develop and continue improvement plan including development of basic grant objectives.	Previous Program Improvement plan and current data to develop basic grant objectives.	<input type="checkbox"/> Program Improvement Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
							<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3

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STUDENT RECRUITMENT AND RETENTION							
Career Pathways – State Supervisor	2Q. CTE Public Relations		Minimal CTE marketing materials available.	Marketing plan written and used; distribution of marketing material.	CTE actively promoted to community and other stakeholders. CTE public relations plan.	<input type="checkbox"/> Brochures <input type="checkbox"/> Posters <input type="checkbox"/> Public Relations Plan <input type="checkbox"/> Newspaper clippings <input type="checkbox"/> Web-based public relations for CTE programs <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 Recommendations
STUDENT INVOLVEMENT in Career and Technical Student Organizations (CTSO) – Identify organization:							
Career Pathways – State Supervisor	2R. CTSO		Appropriate CTSSO chapter formed for CTE program with student participation in accordance with specific CTSSO state chapter guidelines or plans to deliver leadership standards/components in place.	CTSSO chapter formed for CTE program and meets CTSSO membership requirements & students participate in at least one state leadership event.	CTSSO for CTE program area actively participates in state leadership events and state approved competitive events.	<input type="checkbox"/> Membership Roster <input type="checkbox"/> Program of Work <input type="checkbox"/> Registrations <input type="checkbox"/> Lesson plans for leadership strand <input type="checkbox"/> _____ <input type="checkbox"/> _____	

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CTE Student Organizations Team – CTSO Specialist	3B. CTSO Standards		CTSO Standards (Employability and Leadership) are taught at the classroom level to a low level (50%).	CTSO Standards are taught at the classroom level to an attainment level (80%).	CTSO Standards are taught at the classroom level to a high level (100%) and evidences with a certification or resume.	<input type="checkbox"/> Documentation of Standards attainment for CTSO Standards <input type="checkbox"/> Certification of achievement available <input type="checkbox"/> Resume available <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
CTE Student Organizations Team – CTSO Specialist	3C. CTSO Activities		CTSO activities are evident at the chapter and district levels.	CTSO activities are evident at the state level.	CTSO activities are evident at the national level.	<input type="checkbox"/> Program of Work completed and turned in to the State Organization <input type="checkbox"/> National Chapter award for activities completed and submitted <input type="checkbox"/> Documentation of student participation in local, state or national competitions and activities <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
CTE Student Organizations Team – CTSO Specialist	3D. CTSO Governance		CTSO has governance structure established with constitution/By-Laws in compliance with the State and National Organizations.	CTSO has governance structure established with constitution/By-Laws written and available in hard copy and electronic format and filed with the State Association.	CTSO has governance structure well established, documented, submitted to the State Association and follows it in meetings and activities.	<input type="checkbox"/> Constitution/By-Laws are written and available <input type="checkbox"/> Constitution/By-Laws filed with the State Association <input type="checkbox"/> Meeting minutes are available <input type="checkbox"/> Evidence of officers and parliamentary procedure being followed <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3

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CTE Student Organizations Team – CTSO Specialist	3E. CTSO Professional Development		CTSO instructor attends local professional development activities for CTSO training.	CTSO instructor attends state professional development activities for CTSO training.	CTSO instructor attends national professional development activities for CTSO training.	<input type="checkbox"/> Evidence of local training provided by school <input type="checkbox"/> State association attendance records <input type="checkbox"/> National Association records <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
Comments:							
Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
STUDENT RECRUITMENT AND RETENTION – COUNSELING/GUIDANCE - Development & Innovations Group District							High School

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Program Improve - ment; State Guidance Counselor (SGC)	4A. Career Guidance		Some guidance counselors available. Familiar with: <i>Arizona Model: A Framework for School Counseling</i>	Adequate guidance is available. Committed to: <i>Arizona Model: A Framework for School Counseling</i> Career development units taught in class.	<i>Arizona Model</i> is fully implemented. Guidance is readily available. Career development units taught regularly at all grade levels in class.	<input type="checkbox"/> <i>Arizona Model: A Framework for School Counseling</i> <input type="checkbox"/> School Counselor Certification <input type="checkbox"/> Student ECAPS/ Personalized Learning Plans or 4-year plans are in place <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
Program Improve - ment; SGC	4B. Career Guidance Counseling		Counselors have minimal knowledge of CTE as demonstrated by lack of CTE materials, inappropriate scheduling or failure to produce concentrators.	Counselors have CTE materials and demonstrate an understanding of approved program careers by scheduling students in coherent sequence as evidenced by transcripts and/or concentrator/completer data.	Counselors promote CTE to students as demonstrated by high level of concentrators and completers. May have a designated CTE /or Career Counselor or Guidance Director at the school.	<input type="checkbox"/> Master Schedule <input type="checkbox"/> Variety of materials and resources are available and used by counselors and students <input type="checkbox"/> Student ECAPS/ Personalized Learning Plans or 4-year plans are in place. <input type="checkbox"/> Career Center with variety of current materials available for all students <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
STUDENT RECRUITMENT AND RETENTION –COUNSELING/GUIDANCE - Development & Innovations Group							
Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations

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Program Improve - ment - SGC	4C. CTE Marketing materials		Minimal CTE marketing materials available.	CTE materials available and used for promotion and marketing of CTE.	CTE actively promoted to community and other stakeholders.	<input type="checkbox"/> Power points, brochures, posters, etc. target students and/or parents <input type="checkbox"/> Scheduled Career Fairs, job shadows, internships, or mentoring programs are available for all students in collaboration with community stakeholders. <input type="checkbox"/> Career Center is in place with a variety of current materials for all. <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
Program Improve - ment - SGC	4D. Non-traditional students		Attains the SALP score for non-traditional measures or is making substantial improvement.	Meets SALP scores or has met needed improvement.	Exceeds SALP score.	<input type="checkbox"/> Materials targeting non-traditional students/careers readily evident <input type="checkbox"/> Program enrollment numbers and <input type="checkbox"/> Performance Measures provided <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
STUDENT RECRUITMENT AND RETENTION –COUNSELING/GUIDANCE - Development & Innovations Group							
Unit	Criteria	Not Evident	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations

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Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
PERFORMANCE STANDARDS (State Adjusted Levels of Performance – (SALP)) - ACCOUNTABILITY - Development & Innovations Group School:							
Program Improvement – Accountability Spec	5A. Core Indicators		Meets SALP for some indicators.	Meets SALP or has made substantial improvement for all indicators for each program area.	Has exceeded SALP for all indicators in each program area.	<input type="checkbox"/> Measured and results in concentrators and completers student performance that meet SALP. <input type="checkbox"/> Performance Measures data <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
Program Improvement – Accountability Spec	5B. Competency/ Recordkeeping/ Assessments (NEW)			Provide documentation systems for competency tracking that integrates essential elements of student attainment (TBD) Need to review competency/standard tracking form to complete (*will adapt at a later time) .		<input type="checkbox"/> Review competency tracking forms (electronically, typed or handwritten) <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3

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Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
REPORTING							
Program Improve – ment – Account-ability Spec	5C Data Verification		Submitted some reports for approved program areas.	Submits 40 th /100 th day enrollment, program enrollment, concentrators, completers and placements in all approved programs.	N/A	<input type="checkbox"/> 40 th and 100 th day enrollment reports <input type="checkbox"/> Program enrollment reports <input type="checkbox"/> Concentrator reports <input type="checkbox"/> Placement reports and files <input type="checkbox"/> Student transcripts <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3
Program Improve – ment – Account-ability Spec	5D Timely & Accurate Reporting		Submitted some reports on time and/or error rate greater than 5%.	Exhibits 100% of data by appropriate date of submission with error rate of less than 5%.	Exhibits 100% of data by appropriate dates of submissions with no errors.	<input type="checkbox"/> Reports submitted on time <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3

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Unit	Criteria	Not Evident (NE/0)	Approaching Attainment (AA/1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence	Recommendations
POST SECONDARY ARTICULATION – ACCOUNTABILITY - Development & Innovations Group							
Comments:							
Commendations:							

Appendix B

VOCATIONAL EDUCATION BASIC GRANT INFORMATION

To meet the requirements of the Carl Perkins Vocational and Technical Education Act of 1998, the Arizona Department of Education continues the implementation of the Arizona Model for FY 2006-2007. The Arizona Model promotes the development of a Coherent Sequence of Instruction at Levels I, II, III, and IV as outlined in the **Career and Technical Education April 2005 Handbook**. Expenditure of Perkins funds must support the purpose of the Perkins Act of 1998, which is to develop the academic, vocational and technical skills of secondary and postsecondary students who enroll in Vocational Technical Education programs. [§2] The Local Plan for Career Technical Education (CTE) programs must address all of the required goals included in this application. **All goals must be addressed through Carl Perkins or other funding sources.**

APPLICATION SUBMISSION REQUIREMENTS

Application **ABSOLUTE DUE DATE: October 2, 2006**. Grant applications received after this date will **NOT** be processed. We encourage early submission of your application in order to resolve issues and facilitate prompt funding. An amendment may be required based on performance measures and/or program approval information.

GRANT RECIPIENT DATA REPORTING REQUIREMENTS

Basic Grant Recipients are **REQUIRED** to submit the following reports/data:

- Mid Year Narrative Report (due six months from the grant's starting date)
- Final Narrative Report (due 60 days after the grant's ending date)
- Performance Measures Evaluation Reports
- Basic Grant Monitoring Report (due date established by BG Liaison)
- Cash Management Expenditure Reports
- Final budget amendment due 90 days prior to grant's ending date
- Follow-Up/Placement/Completer/Concentrator Data
- Enrollment Reports
- Other Reports or Data as Requested

PRINTING INSTRUCTIONS

To print in a frames environment, right click (using a PC) over the frame to be printed. (For example, clicking the Summary and Submit link will yield the Comprehensive Review to print, then right click over it.) If you forget to print the Comprehensive Review before submission, you may view and print the submitted application by re-entering the application process.

*****SUBMISSION INSTRUCTIONS*****

When you are ready to submit the application, click on the "Summary & Submit" link at the very bottom of the left blue frame underneath Financial Data. All your pages will come up in the right frame (white background). **Scroll** all the way to the bottom of these pages. There is a **Submit Application** button and also a **Printer Friendly Version** button which allows you to print out your application before submitting.

After submission of the application, your assigned BG specialist will review for completeness. If information is lacking or requires correction, the BG specialist will reject the application and make comments describing what is required. The application will be returned to your district. Any comments made by the BG specialist will be reflected at the top of the page in RED. Make the necessary corrections and submit the application to ADE. **DO NOT DELETE THE COMMENTS MADE BY THE BG SPECIALIST**. Upon receipt of the application the BG specialist will use the comments to verify the corrections have been made.

Appendix B

You may return to any link at any time to get directions or instructions for completing this application by simply clicking on the link. **Remember to save all data first.**

CAREER AND TECHNICAL EDUCATION TECHNICAL ASSISTANCE CONTACTS

Federal Vocational Basic Grant Contacts:

Karlene Darby, Manager, Federal Vocational Programs (602) 542-3450
Tom Bartz, Education Program Specialist (602) 542-7856
Jan Brite, Education Program Specialist and Education Professions (602) 542-4365
Kerry Budinger, Education Program Specialist (602) 542-3437
Gerry Corcoran, Education Program Specialist (602) 542-5315
Roger Ellis, Education Program Specialist (602) 542-2298
Rose Hurwitz, Education Program Specialist (602) 542-5075
Jeanne Roberts, Education Program Specialist (602) 364-2211

Career Pathways Contacts:

Helen Bootsma, Manager, Career Pathways (602) 542-5963
Janice Bilan, Health and Community Service Careers (602) 542-3374
Joe Epperson, Industrial Technological Education (602) 542-5423
Dennis Fiscus, Agricultural Education (602) 542-5356
Janet Gandy, Ed.D., Business Education (602) 542-5046
Shea Padilla, Marketing, Media, and Information Technology Education (602) 542-5049
Vacant, Family and Consumer Sciences Education (602) 542-5487

Program Improvement Contacts :

Marilee Johnson, Manager, Program Improvement (602) 542-5358
Penny Legge, Secondary Accountability Specialist (602) 364-2470
Amy Scott, Administrative Specialist (602) 364-2476

Financial Contacts:

Ted Davis, Manager, CTE Grants and Management Information Services (602) 542-5349
Nancy Ryan-Schmidt, Financial Issues Supervisor (602) 542-3823
Tammie Chavez, Contract Management Specialist (602) 542-3839

ADE Grants Management Technical Assistance On-Line Contacts:

For assistance with the on-line Career & Technical Education Basic Grant application contact the following:

Mary Dallman (602) 542-3470
Grants Management Office (602) 542-3452

For additional assistance from Federal Vocational Programs, contact:

Sheila A. Martinez, Program and Project Specialist (602) 542-5137
Evelyn Wiley, Administrative Assistant (602) 542-2385

ARIZONA CAREER AND TECHNICAL EDUCATION

VISION

Ensure a dynamic workforce by fully developing every student's career and academic potential.

Appendix B MISSION

Prepare Arizona students for workforce success and continuous learning.

PROGRAM and FISCAL ASSURANCES

District provides assurance to the Arizona Department of Education that it has read, understands, and affirms that the district accepts and commits to abide by the Carl Perkin's Basic Grant Program and Fiscal Assurances 1 through 7 and the Programs In Review (PIR) Accountability Assurances.

PROGRAM and FISCAL ASSURANCES

Click on **DISTRICT AGREES** to signify that you have read this affidavit and will abide by the assurances.

- 1) Eligible recipients will annually evaluate their Vocational Technical Education Programs (using the state established Performance Standards Evaluation process) to assess progress of all students, including special populations, in meeting Arizona's core indicators of performance [§113(b)(2)]. At [§3(23)], Special Populations are defined as "...individuals with disabilities; economically disadvantaged individuals (including foster children); individuals preparing for nontraditional training and employment; single parents (including single pregnant women); displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency."
- 2) The **Performance Measures Core Indicators** will be used to measure students' progress in:
 - (a) Attainment of challenging State-established academic, and vocational and technical skill proficiencies;
 - (b) Attainment of secondary degree or equivalent, proficiency credential in conjunction with a secondary diploma, or postsecondary degree or credential;
 - (c) Placement in, retention in and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment;
 - (d) Participation in and completion of Vocational Technical Education programs that lead to nontraditional training and employment. [§113(2)(A)]
- 3) Individuals who are members of special populations will be provided equal access to the full range of Vocational Technical Education 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; these programs and activities will be monitored by qualified state staff to ensure access and quality. [§122(c)(8)(B) and (C)]
- 4) Individuals who are members of special populations and are identified as needing appropriate supplemental support services, strategies, and activities will receive needed services through an Individualized Vocational Education Plan (IVEP) and process, 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 careers. [§122(c)(7)] and Arizona State Plan.
- 5) Eligible recipients will cooperate and participate with the eligible agency including compliance with timely and complete, accurate, and reliable data collection activities, monitoring, assessment and reporting requirements. [§122(c)(20)].
- 6) The eligible agency will comply with all requirements of this title and State Plan, including the provision of financial audit of funds received under this title. [§122(c)(10)].
- 7) 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(c)(10)]

PIR ACCOUNTABILITY ASSURANCES

Click on **DISTRICT AGREES** to signify that it has read the following information and will abide by the requirements.

- SEC§123(c)(1)** of the Carl D. Perkins Vocational and Technical Education Act of 1998 requires a Local Improvement Plan to be developed by eligible recipients (LEAs) identified by ADE as not making substantial progress in achieving the State Adjusted Levels of Performance for two consecutive years. CTE programs meeting this criteria will be identified as
- 2 **Programs In Review (PIR).**

The ADE has determined that in Arizona, this Local Improvement Plan will be identified as a **PIR Accountability Plan** consisting of program improvement objectives developed by the LEA and approved by ADE staff. These negotiated Objectives shall include ".....based on the results of the assessment.....instructional and other programmatic innovations of demonstrated effectiveness, and where necessary, strategies for appropriate staffing and staff development" and will be

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included in the FY2005 Basic Grant Application.

The LEA will submit periodic progress reports as part of the Basic Grant reporting requirements. ADE will conduct site visits to review the progress being made toward reaching the State Adjusted Levels of Performance identified in the FY2005 Basic Grant Application.

The LEA 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 (State and Federal).

GOAL LIST

For the rest of the application and the duration of the project period itself, these are the Vocational Education Basic Grant Goals to be regularly reviewed, addressed and met throughout the project period. Read these goals in preparation for addressing them in this application. When done, choose **DISTRICT AGREES** from the dropdown box below. This page will print out with your application printout for your records to refer to as needed.

GOAL LIST

Click on **DISTRICT AGREES** to signify that you have read the eleven goals below and agree to address these throughout the year as a means of ensuring compliance with the intent of the Perkins Act.

GOAL 1: LOCAL PLAN FOR VTE - Provide a Coherent Sequence Of Instruction in Vocational Technical Education programs. [§134(b)(1)] List all of your vocational programs and the related courses offered in the Coherent Sequence Of Instruction to deliver all state designated competencies.

GOAL 2: PERFORMANCE STANDARDS - Carry out Vocational Technical Education programs to meet state adjusted levels of performance. [§134(b)(2)] Develop and implement evaluations of Vocational Technical Education programs, including assessment of how the needs of special populations are being met. [§135(b)(5)] Independently evaluate and continuously improve performance. [§134(b)(6)]

GOAL 3: ACADEMIC STANDARDS - Improve academic and technical skills of Vocational Technical Education students through integration of academics with Vocational Technical Education programs. [§134(b)(3)(A)] Teach Vocational Technical Education students the same challenging academic proficiencies as all other students. [§134(b)(3)(C)] [135(b)(1)]

GOAL 4: PROGRAM IMPROVEMENT - Initiate, improve, expand, and modernize quality Vocational Technical Education programs. [§135(b)(6)] Improve Vocational Technical Education programs by providing services and activities of such size, scope, and quality to be effective. [§134(b)(5)] [§135(b)(7)] Provide students with strong experience in and understanding of all aspects of an industry. [§134(b)(3)(B)]

1 **GOAL 5: INVOLVE STAKEHOLDERS** - Inform and involve parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals in the development, implementation, and evaluation of Vocational Technical Education programs. [§134(b)(4)] [135(c)(1)]

GOAL 6: ACCESS/PROGRESS/SUCCESS FOR SPECIAL POPULATIONS - Prevent discrimination against special populations. [§134(b)(8)] Identify and adopt strategies to overcome barriers to access/success for special populations. [§134(b)(7)(A)] Provide programs designed to enable special populations to meet state performance standards. [§134(b)(7)(B)] [135(c)(4)]

GOAL 7: NONTRADITIONAL TRAINING - Promote preparation for nontraditional training and employment. [§134(b)(9)] [135(c)(14)]

GOAL 8: PROFESSIONAL DEVELOPMENT - Provide comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel. [§134(b)(10)] [§135(b)(4)(A)(B)(C)(D)]

GOAL 9: TECHNOLOGY - Develop, improve, or expand the use of technology in Vocational Technical Education. [§135(b)(3)] [135(b)(4)(D)]

GOAL 10: ARTICULATION - Link secondary and postsecondary Vocational Technical Education programs. [§135(b)(8)]

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GOAL 11: CAREER GUIDANCE - Provide career guidance and academic counseling for Vocational Technical Education students. [§135(c)(2)]

NOTIFICATION OF INTENT

Notification Of Intent (LEA Comments)

Check all that apply

Notification of Intent (NOI)	
<p>1 Notification of Intent (NOI): This relates to LOCAL VTE PROGRAM PLAN. REMINDER: Neither state nor federal funds may be expended on any CTE program that is in an unapproved status.</p>	<p>We will not offer the program(s) listed below. If this box is checked, list all program(s) being deleted in box #2 below. An NOI form was submitted for all new program(s) listed in this application. We are unable to offer the new program(s). If this box is checked, list all new programs not being offered in box #3 below. None of the above apply.</p>
<p>2 Please list all CTE programs that will no longer be offered. If none, type "non-applicable." Multi-campus districts are to identify the school site where program(s) are no longer offered.</p>	
<p>3 If you selected that your district is unable to offer the new NOI programs, please list the affected programs here. If not, type "non-applicable."</p>	

LOCAL VTE PLAN PART A: COH SEQ LEVEL I

LEVEL I OF YOUR COHERENT SEQUENCE OF INSTRUCTION

Provide a Coherent Sequence of Instruction in Vocational Technical Education programs. [§134(b)(1)] Check the appropriate block(s) that best describes the Level I as it relates to the district's local plan for VTE.

COMPETENCIES						
<p>1 Level I Competencies: check all that apply</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Taught at district's Jr. High</td> <td style="text-align: center;">Included in Level II</td> <td style="text-align: center;">Taught in Feeder schools</td> <td style="text-align: center;">Taught by Union High School</td> <td style="text-align: center;">Will no longer be taught</td> </tr> </table>	Taught at district's Jr. High	Included in Level II	Taught in Feeder schools	Taught by Union High School	Will no longer be taught
Taught at district's Jr. High	Included in Level II	Taught in Feeder schools	Taught by Union High School	Will no longer be taught		
CAREER EXPLORATION						
<p>1 Do you plan to implement the new Career Exploration standards in 2006-2007? (If you answer Yes the basic grant coherent sequence has additional instructions for identifying the sites where the standards will be delivered.)</p>	<p>Yes No</p>					

LOCAL VTE PLAN PART B: COH SEQ LEVELS II & III

LEVEL II and III OF YOUR COHERENT SEQUENCE OF INSTRUCTION

It is required that all applicants for Basic Grant funds provide a Coherent Sequence of Instruction for Vocational Technical Education programs. [§134(b)(1)]

Secondary Districts

Appendix B

Instructions for reporting the district's coherent sequence of instruction:

The FY2005 course enrollment data has been loaded into the FY2006 coherent sequence table for your use in updating the district's CTE coherent sequence of instruction as required under your 2006 Basic Grant. To submit your coherent sequence information you must log in to CTE's Performance Measures database and complete information in that venue. Go to the CTE website <http://www.ade.az.gov/PerfMeasures/splash.asp> - and LOGIN. Click on Basic Grant – Coherent Sequence. Follow the instructions listed there.

Update the coherent sequence data before submitting the application. The Career and Technical Education Handbook (April 2005) is the source for all Program Titles, Course Titles, and Classification of Instructional Program (CIP) Codes to be used in this application. Refer to this document or contact the appropriate CTE program state supervisor for additional information regarding the coherent sequence of instruction.

After completing the section below, save page before proceeding.

Secondary district development of application requires district coherent sequence be updated

Check box if coherent sequence has been edited and ADE CTE has been informed. Application will not be processed if coherent sequence has not been updated.

Coherent sequence of instruction has been updated

GOAL 1: COHERENT SEQUENCE OF INSTRUCTION

GOAL 1: LOCAL PLAN FOR VTE - Provide a coherent sequence of instruction in Vocational Technical Education programs. [§134(b)(1)] A list of all your CTE programs and the related courses offered in the coherent sequence of instruction is required as part of this application.

When you save this page, it will be saved as a separate link on the left that you can click on and revise later. The program will reload a new (blank) template page for you to fill out. If you do not need this blank page, please click on another link for the next goal to begin working on another page.

You must develop at least one objective for each goal. Do not combine objectives on one page; use a new page if you plan to create more than one objective. The following are example objectives that may be used as a template to create, adapt or copy and paste into the appropriate boxes below. An objective must be identified as either a Regular BG Objective or PIR Objective.

SAMPLE BG Objectives:

Objective: District will implement enrollment procedures that support a coherent sequence of all state designated competencies sequentially delivered through Levels I, II, and III as outlined in the Handbook.

Measurable Outcome: At least eighty percent of Level III enrollment shall be eleventh and twelfth graders.

Evaluation Method: 40th and 100th Day Enrollment Reports, District Course Description Handbook.

Objective: Districts will report enrollment of courses within Career and Technical Education (CTE) programs that have appropriately certified teachers.

Measurable Outcome: One hundred percent of the Level III teachers in an approved program have appropriate VTE certification.

Evaluation Method: The VOICI 17 report will reflect Level III non-certified teachers.

Answer all questions thoroughly.	
1	Identify the Goal Number and Objective Number in this box - for example, Goal One Objective One, Goal One Objective Two. If submitting more than one objective for this Goal, keep objectives in numerical order.
2	Choose whether this is a Regular BG Objective or PIR Objective
3	Will this objective be implemented district wide or only at one or more sites?
4	List the sites where this objective will be implemented. If district wide, state "non-

Appendix B

	applicable".	
5	For this objective, select all program(s) affected.	52.0300 Accounting and Related Services 01.0100 Agricultural Business Mgmt - Agriscience 01.0300 Agriscience 51.0800 Allied Health Services 47.0600 Automotive Technologies 52.0200 Business Management and Administrative Services 46.0400 Construction Technologies 12.0400 Cosmetology 12.0500 Culinary Arts 52.1900 Design and Merchandising 15.1300 Drafting/Design Technology 13.1200 Early Childhood Education 13.1500 Education Professions 15.0300 Electronic Technology 52.0800 Financial Services 43.0200 Fire Science 10.0300 Graphic Communications 01.0600 Horticulture 52.0900 Hospitality Management 15.0600 Industrial Manufacturing 15.1200 Information Technology 43.0100 Law, Public Safety and Security 52.1800 Marketing, Management, and Entrepreneurship 51.1600 Nursing Services 10.0200 Radio/Television Technology 03.0200 Renewable Natural Resources 48.0500 Welding Technology 48.0700 Woodworking
6	If this is a PIR, check the objective area(s) to be addressed. If this is a regular BG Objective, choose " non-applicable ".	Non Applicable (Not a PIR) Coherent Sequence Program Competencies Teacher Certification Other
7	State the objective for this goal.	
8	State the Measurable Outcome(s) for this objective.	
9	State the Evaluation Method for this objective.	
10	Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category (check all that apply). If none will be used to meet this objective, choose " None of the above ".	Instruction Support Services Support Services - Admin Capital Outlay None of the above

Appendix B

GOAL 2: PERFORMANCE STANDARDS

GOAL 2: PERFORMANCE STANDARDS - Carry out Vocational Technical Education programs to meet state performance standards. [§ 134(b)(2)] Develop and implement evaluations of Vocational Technical Education programs, including assessment of how the needs of special populations are being met. [§135(b)(5)] Independently evaluate and continuously improve performance. [§134(b)(6)]

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You must develop at least one objective for each goal. Do not combine objectives on one page; use a new page if you plan to create more than one objective. The following are example objectives that may be used as a template to create, adapt or copy and paste into the appropriate boxes below. An objective must be identified as either a Regular BG Objective or PIR Objective.

SAMPLE BG OBJECTIVES:

Objective: Career Technical Education instructors will receive training in conducting an objective evaluation of students using one of the state approved processes.

Measurable Outcome: 100% of Career Technical Education (CTE) instructors will have participated in the state approved evaluation process using local evaluation teams.

Evaluation Method: Student competency achievement matrix, annual evaluation report, appropriate local team evaluation representation, comparison of special population student success to non-special population students, accurate and reliable data reports.

Objective: By March 31st, local evaluation teams will be organized and trained to evaluate CTE programs.

Measurable Outcome: Local evaluation teams will have received training in program evaluation techniques and participate in annual evaluation.

Evaluation Method: Training schedules and attendance records, annual evaluation report of CTE programs.

Objective: Use multiple assessment strategies (i.e., multiple-choice, short-answer, essay, problem-based, scenarios/case studies, projects/products, presentations and performances, and portfolios) to measure student academic attainment.

Measurable Outcome: One hundred percent of the CTE teachers will be trained by [date] to use multiple assessment strategies and apply those strategies in their classrooms.

Evaluation Method: Training attendance records, assessments retained in student portfolios.

Answer all questions thoroughly.		
1	Identify the Goal Number and Objective Number in this box - for example, Goal Two Objective One, Goal Two Objective Two. If submitting more than one objective for this Goal, keep objectives in numerical order.	
2	Choose whether this is a Regular BG Objective or PIR (Program In Review).	Regular BG Objective PIR (Program In Review)
3	Will this objective be implemented district wide or only at one or more sites?	District wide One or more sites only
4	List the sites where this objective will be implemented. If district wide, state "non-applicable".	
5	For this objective, select all program(s) affected.	52.0300 Accounting and Related Services 01.0100 Agricultural Business Mgmt - Agriscience 01.0300 Agriscience 51.0800 Allied Health Services 47.0600 Automotive Technologies 52.0200 Business Management and Administrative Services 46.0400 Construction

Appendix B

		<p>Technologies</p> <p>12.0400 Cosmetology</p> <p>12.0500 Culinary Arts</p> <p>52.1900 Design and Merchandising</p> <p>15.1300 Drafting/Design Technology</p> <p>13.1200 Early Childhood Education</p> <p>13.1500 Education Professions</p> <p>15.0300 Electronic Technology</p> <p>52.0800 Financial Services</p> <p>43.0200 Fire Science</p> <p>10.0300 Graphic Communications</p> <p>01.0600 Horticulture</p> <p>52.0900 Hospitality Management</p> <p>15.0600 Industrial Manufacturing</p> <p>15.1200 Information Technology</p> <p>43.0100 Law, Public Safety and Security</p> <p>52.1800 Marketing, Management, and Entrepreneurship</p> <p>51.1600 Nursing Services</p> <p>10.0200 Radio/Television Technology</p> <p>03.0200 Renewable Natural Resources</p> <p>48.0500 Welding Technology</p> <p>48.0700 Woodworking</p>
6	<p>If this is a PIR, check the objective area(s) to be addressed. If this is a regular BG Objective, choose "non-applicable".</p>	<p>Non-applicable (not a PIR)</p> <p>1.1 Academic Attainment-Reading</p> <p>1.2 Academic Attainment-Writing</p> <p>1.4 Academic Attainment-Math</p> <p>1.3 Vocational Proficiency</p> <p>3.1 Placements</p> <p>Program Evaluation</p> <p>Special Populations Success</p> <p>Data Quality, On Time Reporting</p> <p>Other</p>
7	<p>State the objective for this goal.</p>	
8	<p>State the Measurable Outcomes for this objective.</p>	
9	<p>State the Evaluation Method for this objective.</p>	
10	<p>Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category (check all that apply). If none will be used to meet this objective, choose "None of the above".</p>	<p>Instruction</p> <p>Support Services</p> <p>Support Services - Admin</p> <p>Capital Outlay</p> <p>None of the above</p>

GOAL 3: ACADEMIC STANDARDS

GOAL 3: ACADEMIC STANDARDS - Improve academic and technical skills of Vocational Technical Education students through integration of academics with Vocational Technical Education programs. [§134(b)(3)(A)] Teach Vocational Technical
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Education students the same challenging academic proficiencies as all other students. [§134(b)(3)(C)] [135(b)(1)]

When you save this page, it will be saved as a separate link on the left that you can click on and revise later. The program will reload a new (blank) template page for you to fill out. If you do not need this blank page, please click on another link for the next goal to begin working on another page.

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SAMPLE BG OBJECTIVES:

Objective: Career Technical Education teachers will work with academic teachers to integrate Arizona’s Academic Standards into CTE curriculum.

Measurable Outcome: Integrated curriculum and team teaching schedules. Improve performance measures 1.1 and 1.2 scores by [%].

Evaluation Method: Curriculum product, teacher evaluations, performance measures 1.1 and 1.2 scores.

Objective: Implement the Six Trait Writing Model to assessment and instruction.

Measurable Outcome: All CTE teachers will be trained by [date] and use the Six Trait Writing Model. Performance measure 1.2 student scores will improve by [%].

Evaluation Methods: Training attendance documentation, classroom rubric scoring records, performance measure 1.2 scores.

Objective: Career Technical Education teachers will include work-based learning experiences for students that focus on the use of academic skills in the workplace.

Measurable Outcome: Identified workplace academic skills (duties and tasks) for all CTE programs that have a work-based learning experience. Increased student academic attainment by [%] resulting from identified workplace academic skills.

Evaluation Method: Complete lesson plans that include academic skills used in the workplace (listing duties and tasks that promote acquisition of academic skills in work-based learning). Job task/duty sheets for work-based experiences. Improved performance measure scores.

Objective: Teachers in identified CTE programs will integrate the AZ Math standards into their program lesson plans using the AZ Academic Cross-walks.

Measurable Outcome: 80% of program students will meet or exceed the AIMS math standard and successfully complete program competencies.

Evaluation Method: Copies of program lesson plans, student AIMS Math assessment scores, student competency achievement matrix and copies of student transcripts.

Objective: English Resource teachers will work with CTE teachers to integrate Language Arts lessons and assessments that align with AIMS and state CTE program competencies.

Measurable Outcome: All CTE teachers will use integrated writing lessons and assessments. 80% of the students will meet or exceed the AIMS Language Arts standard and successfully complete program competencies.

Evaluation Method: Copies of program lesson plans, student AIMS Language Arts assessment scores, student competency achievement matrix and copies of student transcripts.

Answer all questions thoroughly.	
1	Identify the Goal Number and Objective Number in this box - for example, Goal Three Objective One, Goal Three Objective Two. If submitting more than one objective for this Goal, keep objectives in numerical order.
2	Choose whether this is a Regular BG Objective or PIR (Program In Review). Regular BG Objective PIR (Program In Review)
3	Will this objective be implemented district wide or only at one or more sites? District wide One or more sites only
4	List the sites where this objective will be implemented. If district wide, state "non-applicable".
5	For this objective, select all program(s) affected. 52.0300 Accounting and Related Services 01.0100 Agricultural Business

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		<p>Mgmt - Agriscience 01.0300 Agriscience 51.0800 Allied Health Services 47.0600 Automotive Technologies 52.0200 Business Management and Administrative Services 46.0400 Construction Technologies 12.0400 Cosmetology 12.0500 Culinary Arts 52.1900 Design and Merchandising 15.1300 Drafting/Design Technology 13.1200 Early Childhood Education 13.1500 Education Professions 15.0300 Electronic Technology 52.0800 Financial Services 43.0200 Fire Science 10.0300 Graphic Communications 01.0600 Horticulture 52.0900 Hospitality Management 15.0600 Industrial Manufacturing 15.1200 Information Technology 43.0100 Law, Public Safety and Security 52.1800 Marketing, Management, and Entrepreneurship 51.1600 Nursing Services 10.0200 Radio/Television Technology 03.0200 Renewable Natural Resources 48.0500 Welding Technology 48.0700 Woodworking</p>
6	<p>If this is a PIR, check the objective area(s) to be addressed. If this is a regular BG Objective, choose "non-applicable".</p>	<p>Non-applicable (not a PIR) 1.1 Academic Attainment - Reading 1.2 Academic Attainment - Writing 1.4 Academic Attainment - Math Other</p>
7	<p>State the objective for this goal.</p>	
8	<p>State the Measurable Outcomes for this objective.</p>	
9	<p>State the Evaluation Method for this objective.</p>	
10	<p>Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category (check all that apply). If none will be used to meet this objective, choose "None of the above".</p>	<p>Instruction Support Services Support Services - Admin Capital Outlay None of the above</p>

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GOAL 4: PROGRAM IMPROVEMENT

GOAL 4: PROGRAM IMPROVEMENT - Initiate, improve, expand, and modernize quality Vocational Technical Education programs. [§ 135(b)(6)] Improve Vocational Technical Education programs by providing services and activities of such size, scope, and quality to be effective. [§ 134(b)(5)] [§ 135(b)(7)] Provide students with strong experience in and understanding of all aspects of an industry. [§ 134(b)(3)(B)]

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SAMPLE BG OBJECTIVES:

Objective: Level III students will participate in work experience, internships, or cooperative education.

Measurable Outcome: At least [%] of Level III students will participate in one of the above experiences; related placements for program graduates will increase by [%].

Evaluation Method: Signed participation agreements with business and industry, student performance appraisals and employer placement surveys on results.

Objective: Align the _____ technology program curriculum, time-on-task, and assessment to _____ industry-standards (e.g., NATEF/ASE, NCCER, CISCO).

Measurable Outcome: Attainment of industry-standard/endorsed certification.

Evaluation Method: Student attainment scores on industry assessments, business/industry-related student placements, student and teacher industry certification records.

Objective: Establish a/an [name specific program] advisory committee.

Measurable Outcome: Develop strategic plan for CTE to improve programs that meet/exceed Performance Measures.

Evaluation Method: Advisory committee minutes, revised curriculum, Performance Measures scores.

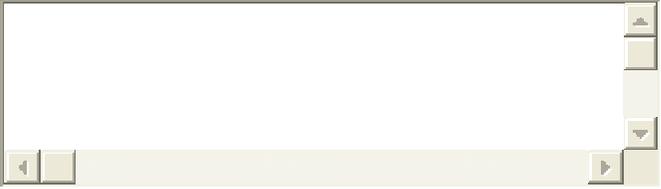
Objective: [X] teachers will participate in the CTE Industry Update Program.

Measurable Outcome: After completing one or more of the CTE Industry Update Program offerings (i.e., FAM Tour, Job Shadowing, Teacher Externship), teachers will revise and integrate industry academic skills into their curriculum/lesson plans.

Evaluation Method: CTE Industry Update Program training plan report, lesson plans, improved instructional delivery and improved student academic assessment scores.

Answer all questions thoroughly.	
1	Identify the Goal Number and Objective Number in this box - for example, Goal Four Objective One, Goal Four Objective Two. If submitting more than one objective for this Goal, keep objectives in numerical order.
2	Choose whether this is a Regular BG Objective or PIR (Program In Review). <input type="checkbox"/> Regular BG Objective <input type="checkbox"/> PIR (Program In Review)
3	Will this objective be implemented district wide or only at one or more sites? <input type="checkbox"/> District wide <input type="checkbox"/> One or more sites only
4	List the sites where this objective will be implemented. If district wide, state "non-applicable".
5	For this objective, select all program(s) affected. 52.0300 Accounting and Related Services 01.0100 Agricultural Business Mgmt - Agriscience 01.0300 Agriscience 51.0800 Allied Health Services 47.0600 Automotive Technologies

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		52.0200 Business Management and Administrative Services 46.0400 Construction Technologies 12.0400 Cosmetology 12.0500 Culinary Arts 52.1900 Design and Merchandising 15.1300 Drafting/Design Technology 13.1200 Early Childhood Education 13.1500 Education Professions 15.0300 Electronic Technology 52.0800 Financial Services 43.0200 Fire Science 10.0300 Graphic Communications 01.0600 Horticulture 52.0900 Hospitality Management 15.0600 Industrial Manufacturing 15.1200 Information Technology 43.0100 Law, Public Safety and Security 52.1800 Marketing, Management, and Entrepreneurship 51.1600 Nursing Services 10.0200 Radio/Television Technology 03.0200 Renewable Natural Resources 48.0500 Welding Technology 48.0700 Woodworking
6	If this is a PIR, check the objective area(s) to be addressed. If this is a regular BG Objective, choose " non-applicable ".	Non-applicable (not a PIR) 1.1 Academic Attainment-Reading 1.2 Academic Attainment-Writing 1.4 Academic Attainment-Math 1.3 Vocational Proficiency 3.1 Placements <input type="checkbox"/> Zero Concentrators Zero Placements Deliver a Coherent Sequence of Instruction Employ an appropriately certified VTE teacher Delivery of all State approved program standards Other
7	State the objective for this goal.	
8	State the Measurable Outcomes for this goal.	
9	State the Evaluation Method for this objective.	
10	Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category (check all that apply). If none will be used to meet this objective, choose " None of the above ".	Instruction Support Services Support Services - Admin Capital Outlay None of the above

GOAL 5: INVOLVE STAKEHOLDERS

GOAL 5: INVOLVE STAKEHOLDERS - Inform and involve parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals in the development, implementation, and evaluation of Vocational Technical Education programs. [§134(b)(4)] [135(c)(1)]

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goal to begin working on another page.

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SAMPLE BG Objectives:

Objective: Two training sessions in developing, implementing and evaluating Career Technical Education programs will be conducted to inform parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals.

Measurable Outcome: Increased participation from trained stakeholders in developing, implementing and evaluating Career Technical Education programs.

Evaluation Method: Training plan/attendance records, committee/meetings minutes on developing and evaluating Career Technical Education programs.

Objective: By [date], the district will identify [number] business partners to participate in an employers’ needs assessment to determine (1) employer knowledge of district program quality; (2) employer knowledge of potential employees who graduate; and (3) employer suggestions for improving the partnership with the district and the quality of the CTE program (represented by LET participation).

Measurable Outcome: Program placement rates will improve annually to meet substantial improvement levels.

Evaluation Method: Data collected, business partnership plan and placement survey reports.

Objective: District Career and Technical Student Organizations (CTSO) students and the Local Director will develop promotional materials and conduct a marketing campaign to promote the District CTE offerings to all stakeholders including parents, the local school board, and community/neighborhood. These materials will also be used at student orientations (eighth grade recruiting, new student orientation, etc.).

Measurable Outcome: Promotional materials and marketing plan.

Evaluation Method: Review of promotional materials and CTE Advisory Committee Minutes demonstrating increased stakeholder support (curriculum adaptations, donated capital equipment, occupational guest speakers or instructors).

Answer all questions thoroughly.		
1	Identify the Goal Number and Objective Number in this box - for example, Goal Five Objective One, Goal Five Objective Two. If submitting more than one objective for this Goal, keep objectives in numerical order.	
2	Choose whether this is a Regular BG Objective or PIR (Program In Review).	Regular BG Objective PIR (Program In Review)
3	Will this objective be implemented district wide or only at one or more sites?	District wide One or more sites only
4	List the sites where this objective will be implemented. If district wide, state "non-applicable".	
5	For this objective, select all program(s) affected.	52.0300 Accounting and Related Services 01.0100 Agricultural Business Mgmt - Agriscience 01.0300 Agriscience 51.0800 Allied Health Services 47.0600 Automotive Technologies 52.0200 Business Management and Administrative Services 46.0400 Construction Technologies 12.0400 Cosmetology 12.0500 Culinary Arts 52.1900 Design and Merchandising 15.1300 Drafting/Design

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		Technology 13.1200 Early Childhood Education 13.1500 Education Professions 15.0300 Electronic Technology 52.0800 Financial Services 43.0200 Fire Science 10.0300 Graphic Communications 01.0600 Horticulture 52.0900 Hospitality Management 15.0600 Industrial Manufacturing 15.1200 Information Technology 43.0100 Law, Public Safety and Security 52.1800 Marketing, Management, and Entrepreneurship 51.1600 Nursing Services 10.0200 Radio/Television Technology 03.0200 Renewable Natural Resources 48.0500 Welding Technology 48.0700 Woodworking
6	If this is a PIR, check the objective area(s) to be addressed. If this is a regular BG Objective, choose " non-applicable ".	Non-applicable (not a PIR) 3.1 Completer Placement Other
7	State the objective for this goal.	
8	State the Measurable Outcomes for this objective.	
9	State the Evaluation Method for this objective.	
10	Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category (check all that apply). If none will be used to meet this objective, choose " None of the above ".	Instruction Support Services Support Services - Admin Capital Outlay None of the above

GOAL 6: ACCESS/PROGRESS/SUCCESS (SPEC POPS)

GOAL 6: ACCESS/PROGRESS/SUCCESS FOR SPECIAL POPULATIONS - Prevent discrimination against special populations. [§134(b)(8)] Identify and adopt strategies to overcome barriers to access/success for special populations. [§134(b)(7)(A)] Provide programs designed to enable special populations to meet state performance standards. [§134(b)(7)(B)] [135(c)(4)]

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SAMPLE BG OBJECTIVES:

Objective: District will provide training for CTE instructional/counselor staff in techniques for identification, recruiting, provision of support services and teaching special populations.

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Measurable Outcome: All district staff identified above will have received training in strategies for identification, recruiting, encouraging, and supporting special population students.

Evaluation Method: Training attendance records, documentation of special populations identification; completed current IVEPs (for only those students requiring special services); student competency achievement matrix, annual evaluation report, comparison of special population student's access and success to regular students.

Objective: By the 40th day, district will hire, train, and supervise IVEP coordinator and/or aide(s) to provide instructional support in classroom.

Measurable Outcome: Completed IVEPs consistent with enrollment reporting.

Evaluation Method: Detailed job description submitted with the Basic Grant, grades/transcript analysis of IVEP students; analysis of enrollment figures and performance measures results for special populations students.

Objective: Provide tutoring to special populations students in need of remediation and assistance to master academic performance objectives and CTE competencies at or near the same rate as non-IVEP students.

Measurable Outcome: Percentage of special population students meeting performance measures will improve by [%] from the previous year.

Evaluation Method: Calculation of performance measures percentages for IVEP students; comparison of success rates for students who receive services and those students who do not receive services.

Objective: The District will insure special education students are enrolled in CTE courses and programs that are aligned with their IEP postsecondary goals and transition plans.

Measurable Outcome: All the Career Technical Education special education students are enrolled in courses and programs that align with their IEP postsecondary goals and transition plan.

Evaluation Method: Compare transition plans with enrollment report, review student's CTE course sequence for consistency with their IEP postsecondary goals and transition plan.

Answer all questions thoroughly.		
1	Identify the Goal Number and Objective Number in this box - for example, Goal Six Objective One, Goal Six Objective Two. If submitting more than one objective for this Goal, keep objectives in numerical order.	
2	Choose whether this is a Regular BG Objective or PIR (Program In Review).	Regular BG Objective PIR (Program In Review)
3	Will this objective be implemented district wide or only at one or more sites?	District wide One or more sites only
4	List the sites where this objective will be implemented. If district wide, state "non-applicable".	
5	For this objective, select all program(s) affected.	52.0300 Accounting and Related Services 01.0100 Agricultural Business Mgmt - Agriscience 01.0300 Agriscience 51.0800 Allied Health Services 47.0600 Automotive Technologies 52.0200 Business Management and Administrative Services 46.0400 Construction Technologies 12.0400 Cosmetology 12.0500 Culinary Arts 52.1900 Design and Merchandising 15.1300 Drafting/Design Technology 13.1200 Early Childhood Education 13.1500 Education Professions 15.0300 Electronic Technology

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		52.0800 Financial Services 43.0200 Fire Science 10.0300 Graphic Communications 01.0600 Horticulture 52.0900 Hospitality Management 15.0600 Industrial Manufacturing 15.1200 Information Technology 43.0100 Law, Public Safety and Security 52.1800 Marketing, Management, and Entrepreneurship 51.1600 Nursing Services 10.0200 Radio/Television Technology 03.0200 Renewable Natural Resources 48.0500 Welding Technology 48.0700 Woodworking
6	If this is a PIR, check the objective area(s) to be addressed. If this is a regular BG Objective, choose " non-applicable ".	Non-applicable (not a PIR) Identification of Special Populations Services to Special Populations Other
7	State the objective for this goal.	
8	State the Measurable Outcomes for this objective.	
9	State the Evaluation Method for this objective.	
10	Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category (check all that apply). If none will be used to meet this objective, choose " None of the above ".	Instruction Support Services Support Services - Admin Capital Outlay None of the above

GOAL 7: NONTRADITIONAL TRAINING

GOAL 7: NONTRADITIONAL TRAINING - Promote preparation for nontraditional training and employment. [§134(b)(9)] [135(c)(14)]

When you save this page, it will be saved as a separate link on the left that you can click on and revise later. The program will reload a new (blank) template page for you to fill out. If you do not need this blank page, please click on another link for the next goal to begin working on another page.

You must develop at least one objective for each goal. Do not combine objectives on one page; use a new page if you plan to create more than one objective. The following are example objectives that may be used as a template to create, adapt or copy and paste into the appropriate boxes below. An objective must be identified as either a Regular BG Objective or PIR Objective.

SAMPLE BG OBJECTIVES:

Objective: Students will participate in activities to upgrade their knowledge of nontraditional careers.

Measurable Outcome: All Career Technical Education students will have participated in the training; enrollment in nontraditional training programs will increase annually to meet substantial improvement.

Evaluation Method: Review of MIS enrollment reports for comparison to overall Career Technical Education student population in traditional versus nontraditional training from previous year.

Objective: To assist nontraditional students in enrolling and succeeding in CTE courses and programs.

Measurable Outcome: At least 90% of nontraditional students will remain enrolled in CTE courses in [specify program(s)] and

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program will meet Performance Measures 4.1/4.2 and 4.3/4.4.

Evaluation Method: Calculate retention percentage by comparing 40/100 Enrollment Reports to the grading roster; calculate performance measures for nontraditional students.

Objective: District counselors and CTE teachers will develop and implement an action plan to decrease barriers and increase student enrollment in nontraditional CTE courses/programs.

Measurable Outcome: Nontraditional student enrollment will increase by [X] percent in [specify program(s)].

Evaluation Method: District nontraditional action plan, timelines and enrollment reports demonstrating strategies used, monitoring process, and compare current number of students enrolled in nontraditional CTE courses/programs to previous year.

Objective: District staff will identify businesses that support nontraditional CTE students with training and placement opportunities. Develop one partnership plan per CTE nontraditional program to offer student experience in nontraditional roles.

Measurable Outcome: District will establish at least [X] nontraditional business partnerships to employ all nontraditional students with positive training and placement opportunities by [date].

Evaluation Method: Business partnership agreements, validated placement data, Performance Measures results.

Answer all questions thoroughly.		
1	Identify the Goal Number and Objective Number in this box - for example, Goal Seven Objective One, Goal Seven Objective Two. If submitting more than one objective for this Goal, keep objectives in numerical order.	
2	Choose whether this is a Regular BG Objective or PIR (Program In Review).	Regular BG Objective PIR (Program In Review)
3	Will this objective be implemented district wide or only at one or more sites?	District wide One or more sites only
4	List the sites where this objective will be implemented. If district wide, state "non-applicable".	
5	For this objective, select all program(s) affected.	01.0100 Agricultural Business Mgmt – Agriscience 01.0300 Agriscience 51.0800 Allied Health Services 47.0600 Automotive Technologies 46.0400 Construction Technologies 12.0400 Cosmetology 52.1900 Design and Merchandising 15.1300 Drafting/Design Technology 13.1200 Early Childhood Education 13.1500 Education Professions 15.0300 Electronic Technology 43.0200 Fire Science 10.0300 Graphic Communications 01.0600 Horticulture 15.0600 Industrial Manufacturing 43.0100 Law, Public Safety and Security 51.1600 Nursing Services 10.0200 Radio/Television Technology

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		03.0200 Renewable Natural Resources 48.0500 Welding Technology 48.0700 Woodworking District only offers “gender neutral” CTE programs
6	If this is a PIR, check the objective area(s) to be addressed. If this is a regular BG Objective, choose " non-applicable ".	Non-applicable (not a PIR) 4.1 & 4.2 Nontraditional Enrollment 4.3 & 4.4 Nontraditional Completion Other
7	State the objective for this goal.	
8	State the Measurable Outcomes for this objective.	
9	State the Evaluation Method for this objective.	
10	Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category (check all that apply). If none will be used to meet this objective, choose " None of the above ".	Instruction Support Services Support Services - Admin Capital Outlay None of the above

GOAL 8: PROFESSIONAL DEVELOPMENT

GOAL 8: PROFESSIONAL DEVELOPMENT - Provide comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel. [§134(b)(10)] [§135(b)(4)(A)(B)(C)(D)]

When you save this page, it will be saved as a separate link on the left that you can click on and revise later. The program will reload a new (blank) template page for you to fill out. If you do not need this blank page, please click on another link for the next goal to begin working on another page.

You must develop at least one objective for each goal. Do not combine objectives on one page; use a new page if you plan to create more than one objective. The following are example objectives that may be used as a template to create, adapt or copy and paste into the appropriate boxes below. An objective must be identified as either a Regular BG Objective or PIR Objective.

SAMPLE BG OBJECTIVES:

Objective: District CTE staff will attend professional development workshops and training for at least two of the following: to upgrade knowledge of program areas, integration of academic/CTE standards, CTE and academic instructional strategies, technology-based instruction, and counseling strategies.

Measurable Outcome: All of the staff attended training and developed two technology-based instructional CTE lesson plans that integrate academic standards with the lesson plans.

Evaluation Method: Workshop attendance records, completed lesson plans.

Objective: District administrative staff will attend two or more professional development workshops on such topics as coordination of CTE programs with other district programs, vocational program funding, maintaining program eligibility, interdisciplinary review of student progress, integration of academic/CTE standards, and academic equivalency credit process.

Measurable Outcome: All administrative staff will attend workshops that result in development and implementation of one academic equivalency credit course, coordination of academic course with CTE course, coordinated evaluation of student academic and vocational standards attainment.

Evaluation Method: Workshop attendance records, completed curriculum package for academic equivalency credit course, board approval of course, local evaluation team results.

Objective: All first year CTE teachers will partner with one or more experienced teachers to develop and implement classroom methods to increase academic attainment for CTE students.

Measurable Outcome: Improve Performance Measures 1.1 and 1.2 student scores by [%].

Evaluation Method: Teacher development, implementation and evaluation of innovative teaching strategies related to academic

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attainment; compilation of successful strategies in a format that can be used by others, and AIMS/Performance Measures 1.1 and 1.2 student scores.

Answer all questions thoroughly.		
1	Identify the Goal Number and Objective Number in this box - for example, Goal Eight Objective One, Goal Eight Objective Two. If submitting more than one objective for this Goal, keep objectives in numerical order.	
2	Choose whether this is a Regular BG Objective or PIR (Program In Review).	Regular BG Objective PIR (Program In Review)
3	Will this objective be implemented district wide or only at one or more sites?	District wide One or more sites only
4	List the sites where this objective will be implemented. If district wide, state "non-applicable".	
5	For this objective, select all program(s) affected.	52.0300 Accounting and Related Services 01.0100 Agricultural Business Mgmt - Agriscience 01.0300 Agriscience 51.0800 Allied Health Services 47.0600 Automotive Technologies 52.0200 Business Management and Administrative Services 46.0400 Construction Technologies 12.0400 Cosmetology 12.0500 Culinary Arts 52.1900 Design and Merchandising 15.1300 Drafting/Design Technology 13.1200 Early Childhood Education 13.1500 Education Professions 15.0300 Electronic Technology 52.0800 Financial Services 43.0200 Fire Science 10.0300 Graphic Communications 01.0600 Horticulture 52.0900 Hospitality Management 15.0600 Industrial Manufacturing 15.1200 Information Technology 43.0100 Law, Public Safety and Security 52.1800 Marketing, Management, and Entrepreneurship 51.1600 Nursing Services 10.0200 Radio/Television Technology 03.0200 Renewable Natural Resources 48.0500 Welding Technology 48.0700 Woodworking
6	If this is a PIR, check the objective area(s) to be addressed. If this is a regular BG Objective, choose " non-applicable ".	Non-applicable (not a PIR) 1.1 Academic Attainment-

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		Reading 1.2 Academic Attainment-Writing 1.4 Academic Attainment-Math 1.3 Vocational Proficiency Employ an appropriately Certified VTE Teacher Delivery of all State approved program standards Other
7	State the objective for this goal.	
8	State the Measurable Outcomes for this objective.	
9	State the Evaluation Method for this objective.	
10	Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category (check all that apply). If none will be used to meet this objective, choose " None of the above ".	Instruction Support Services Support Services - Admin Capital Outlay None of the above

GOAL 9: TECHNOLOGY

GOAL 9: TECHNOLOGY - Develop, improve, or expand the use of technology in Vocational Technical Education. [§135(b)(3)] [135(b)(4)(D)]

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SAMPLE BG OBJECTIVES:

Objective: Develop, improve and expand the Career Technical Education instructors' knowledge in the use of technology-based instructional strategies.

Measurable Outcome: All CTE instructors will develop industry-based curriculum in their program area. Students will master program competencies and academic standards at 80% or better.

Evaluation Method: Completed curriculum, student competency achievement matrix, academic assessment scores.

Objective: Use distance education processes and technology to expand instructional delivery.

Measurable Outcome: CTE teachers will increase their skills, knowledge, and abilities (SKAs) with innovative delivery methods. [X] percent of the CTE students will attain eighty percent of the program competencies through distance education.

Evaluation Method: Increased instructional opportunities provided to students evidenced by transcripts, and equipment on-hand that enables delivery to students who use distance education. Student competency achievement matrix.

Objective: CTE teachers will obtain appropriate industry based certification.

Measurable Outcome: CTE teachers will obtain industry-based certification appropriate to his/her program and incorporate industry skills, knowledge, and abilities (SKAs) into their instructional program.

Evaluation Method: The number of teachers who attain an industry certification and program completer and placement reports.

Answer all questions thoroughly.

1	Identify the Goal Number and Objective Number in this box - for example, Goal Nine	
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	Objective One, Goal Nine Objective Two. If submitting more than one objective for this Goal, keep objectives in numerical order.	
2	Choose whether this is a Regular BG Objective or PIR (Program In Review).	Regular BG Objective PIR (Program In Review)
3	Will this objective be implemented district wide or only at one or more sites?	District wide One or more sites only
4	List the sites where this objective will be implemented. If district wide, state "non-applicable".	
5	For this objective, select all program(s) affected.	52.0300 Accounting and Related Services 01.0100 Agricultural Business Mgmt - Agriscience 01.0300 Agriscience 51.0800 Allied Health Services 47.0600 Automotive Technologies 52.0200 Business Management and Administrative Services 46.0400 Construction Technologies 12.0400 Cosmetology 12.0500 Culinary Arts 52.1900 Design and Merchandising 15.1300 Drafting/Design Technology 13.1200 Early Childhood Education 13.1500 Education Professions 15.0300 Electronic Technology 52.0800 Financial Services 43.0200 Fire Science 10.0300 Graphic Communications 01.0600 Horticulture 52.0900 Hospitality Management 15.0600 Industrial Manufacturing 15.1200 Information Technology 43.0100 Law, Public Safety and Security 52.1800 Marketing, Management, and Entrepreneurship 51.1600 Nursing Services 10.0200 Radio/Television Technology 03.0200 Renewable Natural Resources 48.0500 Welding Technology 48.0700 Woodworking
6	If this is a PIR, check the objective area(s) to be addressed. If this is a regular BG Objective, choose " non-applicable ".	Non-applicable (not a PIR) 1.3 Vocational Proficiency On Time Reporting Accurate Data Reporting Other
7	State the objective for this goal.	
8	State the Measurable Outcomes for this objective.	

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9	State the Evaluation Method for this objective.	
10	Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category (check all that apply). If none will be used to meet this objective, choose " None of the above ".	Instruction Support Services Support Services - Admin Capital Outlay None of the above

GOAL 10: ARTICULATION

GOAL 10: ARTICULATION - Link secondary and postsecondary Vocational Technical Education programs. [§135(b)(8)]

When you save this page, it will be saved as a separate link on the left that you can click on and revise later. The program will reload a new (blank) template page for you to fill out. If you do not need this blank page, please click on another link for the next goal to begin working on another page.

You must develop at least one objective for each goal. Do not combine objectives on one page; use a new page if you plan to create more than one objective. The following are example objectives that may be used as a template to create, adapt or copy and paste into the appropriate boxes below. An objective must be identified as either a Regular BG Objective or PIR Objective.

SAMPLE BG OBJECTIVES:

Objective: Have an Arizona Tech Prep articulation agreement with [Community College Name] for the [CTE Program Name] programs.

Measurable Outcome: Alignment of curriculum (competencies) between high school and community college that demonstrates no redundancy of instruction, and allows advanced placement for students who achieve an average grade of B or better.

Evaluation Method: Signed Arizona Tech Prep articulation agreement, curriculum alignment, student reports, performance evaluations, and student transcript.

Objective: Use the Tech Prep model to redesign one or more CTE programs that integrate academic and technical skills to link directly with a postsecondary program or business and industry certification.

Measurable Outcome: At least one CTE program will be redesigned to articulate with a postsecondary program or business and industry certification. Increased number of program completers and related industry placements.

Evaluation Method: An approved, signed Arizona Tech Prep articulation agreement with a postsecondary institution or a business and industry certification process, program completer and placement reports.

Answer all questions thoroughly.		
1	Identify the Goal Number and Objective Number in this box - for example, Goal Ten Objective One, Goal Ten Objective Two. If submitting more than one objective for this Goal, keep objectives in numerical order.	
2	Choose whether this is a Regular BG Objective or PIR (Program In Review).	Regular BG Objective PIR (Program In Review)
3	Will this objective be implemented District-wide or only at one or more sites?	District wide One or more sites only
4	List the sites where this objective will be implemented. If district wide, state "non-applicable".	
5	For this objective, select all program(s) affected.	52.0300 Accounting and Related Services 01.0100 Agricultural Business Mgmt - Agriscience 01.0300 Agriscience 51.0800 Allied Health Services 47.0600 Automotive Technologies 52.0200 Business Management and Administrative Services 46.0400 Construction Technologies

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		12.0400 Cosmetology 12.0500 Culinary Arts 52.1900 Design and Merchandising 15.1300 Drafting/Design Technology 13.1200 Early Childhood Education 13.1500 Education Professions 15.0300 Electronic Technology 52.0800 Financial Services 43.0200 Fire Science 10.0300 Graphic Communications 01.0600 Horticulture 52.0900 Hospitality Management 15.0600 Industrial Manufacturing 15.1200 Information Technology 43.0100 Law, Public Safety and Security 52.1800 Marketing, Management, and Entrepreneurship 51.1600 Nursing Services 10.0200 Radio/Television Technology 03.0200 Renewable Natural Resources 48.0500 Welding Technology 48.0700 Woodworking
6	If this is a PIR, check the objective area(s) to be addressed. If this is a regular BG Objective, choose "non-applicable" .	Non-applicable (not a PIR) Delivery of a Coherent Sequence of Instruction 1.3 Vocational Proficiency 3.1 Placements Zero Placements Other
7	State the objective for this goal.	
8	State the Measurable Outcomes for this objective.	
9	State the Evaluation Method for this objective.	
10	Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category (check all that apply). If none will be used to meet this objective, choose "None of the above" .	Instruction Support Services Support Services - Admin Capital Outlay None of the above

GOAL 11: CAREER GUIDANCE

GOAL 11: CAREER GUIDANCE - Provide career guidance and academic counseling for Vocational Technical Education students. [§135(c)(2)]

When you save this page, it will be saved as a separate link on the left that you can click on and revise later. The program will reload a new (blank) template page for you to fill out. If you do not need this blank page, please click on another link for the next goal to begin working on another page.

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or copy and paste into the appropriate boxes below. An objective must be identified as either a Regular BG Objective or PIR Objective.

SAMPLE BG OBJECTIVES:

Objective: Counseling staff will attend in-service activities to upgrade their knowledge of career guidance issues, postsecondary opportunities, financial assistance, and academic requirements.

Measurable Outcome: All counselors will attend workshops, assist students in development of career plans incorporating CTE and academic courses, and schedule at least one career fair with postsecondary and business entities.

Evaluation Method: Workshop attendance log, career plans, student portfolio, and evidence of career fairs.

Objective: Incorporate Comprehensive Competency Based Guidance into CTE curricula.

Measurable Outcomes: At least 80% of students will be scheduled into CTE courses consistent with their 4-year career plan. Counselors will present CCBG competencies into at least 60% of the Level II classes.

Evaluation Method: Student four-year career plans and the counselor’s presentation log.

Objective: All CTE teachers and counselors will use career exploration as a means to strengthen students’ workplace skills in career planning, job search, networking, and research.

Measurable Outcome: All CTE teachers and counselors will attend one or more workshops/conference sessions related to career exploration, work-place skills to insure CTE student group attain/exceed Performance Measure 3.1.

Evaluation Method: Professional development certificates, revised workplace curriculum, and Performance Measure 3.1 results.

Objective: All CTE teachers and counselors will attend one or more of the following career guidance venues: AzCIS, Real Game, or The Counselor’s Academy to improve their Skills, Knowledge and Abilities for CTE career guidance.

Measurable Outcome: All teachers and counselors will enhance student career plans, classroom presentations, student orientations, and career fairs by including the knowledge gained from the career guidance venues.

Evaluation Method: Workshop certificate, career plans, lesson plans, and/or career fairs incorporating AzCIS, the Real Game, or the Counselor’s Academy material.

Answer all questions thoroughly.		
1	Identify the Goal Number and Objective Number in this box - for example, Goal Eleven Objective One, Goal Eleven Objective Two. If submitting more than one objective for this Goal, keep objectives in numerical order.	
2	Choose whether this is a Regular BG Objective or PIR (Program In Review).	Regular BG Objective PIR (Program In Review)
3	Will this objective be implemented district wide or only at one or more sites?	District wide One or more sites only
4	List the sites where this objective will be implemented. If district wide, state "non-applicable".	
5	For this objective, select all program(s) affected.	52.0300 Accounting and Related Services 01.0100 Agricultural Business Mgmt - Agriscience 01.0300 Agriscience 51.0800 Allied Health Services 47.0600 Automotive Technologies 52.0200 Business Management and Administrative Services 46.0400 Construction Technologies 12.0400 Cosmetology 12.0500 Culinary Arts 52.1900 Design and Merchandising 15.1300 Drafting/Design Technology

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		13.1200 Early Childhood Education 13.1500 Education Professions 15.0300 Electronic Technology 52.0800 Financial Services 43.0200 Fire Science 10.0300 Graphic Communications 01.0600 Horticulture 52.0900 Hospitality Management 15.0600 Industrial Manufacturing 15.1200 Information Technology 43.0100 Law, Public Safety and Security 52.1800 Marketing, Management, and Entrepreneurship 51.1600 Nursing Services 10.0200 Radio/Television Technology 03.0200 Renewable Natural Resources 48.0500 Welding Technology 48.0700 Woodworking
6	If this is a PIR, check the objective area(s) to be addressed. If this is a regular BG Objective, choose " non-applicable ".	Non-applicable (not a PIR) Deliver a Coherent Sequence of Instruction 3.1 Completer Placement 4.1 & 4.2 Non Traditional Enrollment 4.3 & 4.4 Non Traditional Completion Zero Concentrators Zero Placements Other
7	State the objective for this goal.	
8	State the Measurable Outcomes for this objective.	
9	State the Evaluation Method for this objective.	
10	Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category (check all that apply). If none will be used to meet this objective, choose " None of the above ".	Instruction Support Services Support Services - Admin Capital Outlay None of the above

PERMISSIBLE GOALS SECTION

INSTRUCTIONS FOR SELECTING PERMISSIBLE BASIC GRANT GOALS AND DEVELOPING OBJECTIVES.

Your Carl Perkins Basic Grant funds may be used to address any of the Permissible Expenditure Goal Categories identified below, provided you have allocated sufficient funds to address the Required Basic Grant Goals 1-11.

NOTE: If you choose "**Category A**" your administrative cost is limited to 5% of your total allocation and that includes any costs in USFR function codes 2300, 2400, 2500, and any indirect costs on line 39. [§135(d)]

If you choose "**Category D**" identify the VTE student organization(s).

Appendix B

If you choose "**Category F**" identify the VTE program(s) for which funds have been budgeted. You do not have to develop an objective for each program for which you are budgeting equipment.

When you save this page, it will be saved as a separate link on the left that you can click on and revise later. **Do not combine objectives on one page; use a new page if you plan to create more than one objective.** The program will reload a new (blank) template page for you to fill out. If you do not need this blank page, please click on another link for the next goal to begin working on another page.

Answer all questions thoroughly.		
1	Choose one expenditure category to address. (See NOTE above)	Expenditure Category A: Support administrative costs Expenditure Category B: Provide work-related experience, i.e. internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to Vocational Technical Education programs Expenditure Category C: Support local Vocational Technical Education and business partnerships Expenditure Category D: Support vocational and technical student organizations; Expenditure Category E: Provide mentoring and support services for Vocational Technical Education students Expenditure Category F: Leasing, purchasing, upgrading or adapting equipment, including instructional aids for Vocational Technical Education programs Expenditure Category G: Support family and consumer sciences programs; Expenditure Category H: Provide vocational and technical education programs for adults and school dropouts to complete their secondary education; and Expenditure Category I: Assist participating Vocational Technical Education students in finding employment and continuing their education
2	Identify the Permissible Goal's Objective number, i.e., Permissible Objective 1, Permissible Objective 2, Permissible Objective 3, etc.).	
3	Choose whether this is a Regular BG Objective or PIR (Program In Review).	Regular Basic Grant Objective PIR (Program In Review) Objective
4	State the objective for this goal.	
5	State the Measurable Outcomes for this objective.	
6	State the Evaluation Method for this objective.	
7	Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category (check all that apply). If none will be used to meet this objective, choose " None of the above ".	Instruction Support Services Support Services - Admin Capital Outlay None of the above

Appendix C Perkins Postsecondary Basic Grant Information

To meet the requirements of the Carl D. Perkins Vocational and Technical Education Act of 1998, the Arizona Department of Education continues the implementation of the Arizona Model for FY 2007. The Arizona Model promotes the development of a Coherent Sequence of Instruction at Levels I, II, III and IV as outlined in the **Career and Technical Education April 2005 Handbook**. Expenditure of Perkins funds must support the purpose of the Perkins Act of 1998, which is to develop the academic, vocational, and technical skills of secondary and postsecondary students who enroll in Vocational Technical Education programs. [§2] The Local Plan for VTE programs must address all of the required goals included in this application. **All goals must be addressed through Carl Perkins or other funding sources.**

APPLICATION SUBMISSION REQUIREMENTS

Application **ABSOLUTE DUE DATE: September 1, 2006**. Grant applications received after this date will **NOT** be processed. We encourage early submission of your applications in order to resolve issues and facilitate prompt funding. **Amendments may be required based on performance measures and/or program approval information.**

GRANT RECIPIENT DATA REPORTING REQUIREMENTS

Basic Grant Recipients are **REQUIRED** to submit the following reports/data:

- Mid Year Narrative Report (due at the mid point of your project)
- Final Narrative Report (due 60 days after the grant's ending date)
- Annual Local Evaluation Documentation (Due with BG monitoring document)
- Basic Grant Monitoring Document (due date established by BG liaison)
- Cash Management Expenditure Report
- Final budget amendment due 90 days prior to grant's ending date
- (DES) Placement Cohort Data to PCC
- (ASSIST) Placement Cohort Data to PCC
- Enrollment Report (Form III)
- Fiscal Completion Report
- Executive Summary Improvement Plan
- Accountability Report (Form IV)

PRINTING INSTRUCTIONS

To print in a frames environment, right click (using a PC) over the frame to be printed. (For example, clicking the Summary and Submit link will yield the Comprehensive Review to print, then right click over it.) If you forget to print the Comprehensive Review before submission, you may view and print the submitted application by re-entering the application process.

SUBMISSION INSTRUCTIONS

When you are ready to submit, there is the "Summary & Submit" link at the very bottom of the left blue frame underneath Financial Data. After clicking on that all your pages will come up in the right frame (white background). Scroll all the way to the bottom of these pages. There is a "Submit Application" button and also a "Printer Friendly Version" button which allows you to print out your application before submitting.

After submission of the application, your assigned BG Specialist will review the application for completeness. If information is lacking or requires correction, the specialist will reject the application and make comments describing what is required. The application will be returned to your district or community college. Any comments made by the specialist will be reflected at the top of the affected section in RED. Make the necessary corrections and submit the application to ADE. **DO NOT DELETE THE**

Appendix C

COMMENTS MADE BY THE SPECIALIST. Upon receipt of the application, the BG specialist will use the comments to verify the corrections have been made.

You may return to any link at any time to get directions or instructions for completing this application by simply clicking on the link. **Remember to save all data first.**

CAREER AND TECHNICAL EDUCATION RESOURCE CONTACTS FOR INFORMATION

Basic Grant Contacts:

Karlene Darby, Education Program Director, Federal Vocational Programs (602) 542-3450
Tom Bartz, Education Program Specialist (602) 542-7856

Financial Contacts:

Ted Davis, Education Program Director, Grants and Management Information Services (602) 542-5349
Nancy Ryan-Schmidt, Financial Issues Supervisor (602) 542-3823
Tammie Chavez, Contract Management Specialist (602) 542-3839

Grants Management On-Line Technical Assistance Contacts:

For assistance with the on-line Career and Technical Education Postsecondary Basic Grant application contact the following:

Mary Dallman (602) 542-3470
Grants Management Office (602) 542-3452

For additional assistance from Federal Vocational Programs, contact:

Sheila A. Martinez, Program and Project Specialist (602) 542-5137

District	
CTDS	Entity ID 79998
Application Name	2007 - Career & Technical Education Postsecondary Basic Grant

ARIZONA CAREER and TECHNICAL EDUCATION

VISION

Ensure a dynamic workforce by fully developing every student's career and academic potential.

MISSION

Prepare Arizona students for workforce success and continuous learning.

PROGRAM and FISCAL ASSURANCES

District/community college provides assurance to the Arizona Department of Education that it has read, understands, and affirms that the district/community college accepts and commits to abide by the Carl Perkins Basic Grant Program and Fiscal Assurances 1 through 7.

PROGRAM and FISCAL ASSURANCES

Click on **DISTRICT/COMMUNITY COLLEGE AGREES** to signify that you have read this affidavit and will abide by the assurances.

- 1) Eligible recipients will annually evaluate their Vocational Technical Education Programs (using the State-established Postsecondary Performance Evaluation process) to assess progress of all students, including special populations, in meeting Arizona's core indicators [§113(b)(2)]. In [§3(23)] Special Populations are defined as "...individuals with disabilities; economically disadvantaged individuals (including foster children); individuals preparing for nontraditional training and employment; single parents (including single pregnant women); displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency."

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- 2) The **Performance Measures Core Indicators** will measure students' progress in:
 - (a) Attainment of challenging State established academic, and vocational and technical skill proficiencies;
 - (b) Attainment of a postsecondary degree or credential;
 - (c) Placement in, retention in and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment;
 - (d) Participation in and completion of Vocational Technical Education programs that lead to nontraditional training and employment. [§113(2)(A)]
- 3) Individuals who are members of special populations will be provided equal access to the full range of Vocational Technical Education 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; these programs and activities will be monitored by qualified state staff to ensure access and quality. [§122(c)(8)(B) and (C)]
- 4) Individuals who are members of special populations will be provided appropriate supplemental support services, strategies, and activities, through an Individualized Vocational Education Plan (IVEP) and process, 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 careers. [§122(c)(7)] and Arizona State Plan.
- 5) Eligible recipients will cooperate and participate with the eligible agency including compliance with timely and complete, accurate, and reliable data collection activities, monitoring, and reporting requirements. [§122(c)(20)].
- 6) The eligible agency will comply with all requirements of this title and State Plan, including the provision of financial audit of funds received under this title. [§122(c)(10)].
- 7) 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(c)(10)]

GOAL LIST

For the rest of the application and the duration of the project period itself, these are the Perkins Basic Grant Goals to be regularly reviewed, addressed and met throughout the project period. Read these goals in preparation for addressing them in this application. When done, choose **DISTRICT/COMMUNITY COLLEGE AGREES** from the dropdown box below. This page will print out with your application printout for your records to refer to as needed.

GOAL LIST

Click on **DISTRICT/COMMUNITY COLLEGE AGREES** to signify that you have read the goals below and agree to address these throughout the year as a means of ensuring compliance with the intent of the Perkins Act.

GOAL 1: LOCAL PLAN FOR VTE - Provide a Coherent Sequence of Instruction for Vocational Technical Education programs. [§134(b)(1)] List all of your occupational programs that will be addressed by using Perkins funds.

GOAL 2: PERFORMANCE STANDARDS - Carry out Vocational Technical Education programs to meet state performance standards. [§134(b)(2)] Develop and implement evaluations of Vocational Technical Education programs, including assessment of how the needs of special populations are being met. [§135(b)(5)] Independently evaluate and continuously improve performance. [§134(b)(6)]

1

GOAL 3: ACADEMIC STANDARDS - Improve academic and technical skills of Vocational Technical Education students through integration of academics with Vocational Technical Education programs. [§134(b)(3)(A)] Teach Vocational Technical Education students the same challenging academic proficiencies as all other students. [§134(b)(3)(C)] [135(b)(1)]

GOAL 4: PROGRAM IMPROVEMENT - Initiate, improve, expand, and modernize quality Vocational Technical Education programs. [§135(b)(6)] Improve Vocational Technical Education programs by providing services and activities of such size, scope, and quality to be effective. [§134(b)(5)] [§135(b)(7)] Provide students with strong experience in and understanding of all aspects of an industry. [§134(b)(3)(B)]

GOAL 5: INVOLVE STAKEHOLDERS - Inform and involve parents, students, teachers, representatives of business and

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industry, labor organizations, representatives of special populations and other interested individuals in the development, implementation, and evaluation of Vocational Technical Education programs. [§134(b)(4)] [135(c)(1)]

GOAL 6: ACCESS/PROGRESS/SUCCESS FOR SPECIAL POPULATIONS - Prevent discrimination against special populations. [§134(b)(8)] Identify and adopt strategies to overcome barriers to access/success for special populations. [§134(b)(7)(A)] Provide programs designed to enable special populations to meet state performance standards. [§134(b)(7)(B)] [135(c)(4)]

GOAL 7: NONTRADITIONAL TRAINING - Promote preparation for nontraditional training and employment. [§134(b)(9)] [135(c)(14)]

GOAL 8: PROFESSIONAL DEVELOPMENT - Provide comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel. [§134(b)(10)] [§135(b)(4)(A)(B)(C)(D)]

GOAL 9: TECHNOLOGY - Develop, improve, or expand the use of technology in Vocational Technical Education. [§135(b)(3)] [135(b)(4)(D)]

GOAL 10: ARTICULATION - Link secondary and postsecondary Vocational Technical Education programs. [§135(b)(8)]

GOAL 11: CAREER GUIDANCE - Provide career guidance and academic counseling for Vocational Technical Education students. [§135(c)(2)]

LOCAL VTE PLAN: COHERENT SEQUENCE

INSTRUCTIONS FOR REPORTING YOUR COHERENT SEQUENCE OF INSTRUCTION

It is required that all applicants for Perkins Basic Grant funds provide a Coherent Sequence of Instruction for Vocational Technical Education programs. [§134(b)(1)]

Postsecondary Institutions

"The purpose of this (Carl Perkins) Act is to develop more fully the academic, vocational, and technical skills of secondary students and postsecondary students who elect to enroll in vocational and technical education programs...." (Section 2). Please provide the CIP codes and list of programs which Perkins funds will support in your college. Next to each program name, **list the goal number(s)** which will impact this program (for example, Fire Science-4,10; Automotive Mechanic/Tech-8,9).

For those districts/community colleges that have more than one location, identify the location and each program that will be assisted with Perkins funds. For Example:

Location - Pima C C - - Downtown Campus

CIP CODE - 43.0200

Program - Fire Science

Goal(s) - 4, 10

See instructions next to item 1 below to see how to report your programs.

After completing the section below, save page before proceeding.

Postsecondary Institution Occupational Program List

List all of your occupational program(s), using your individual college's program name, by college that will be assisted with Perkins funds. List the program(s) in alphabetical order that will be carried out to meet the eleven Perkins goals (only list those programs that pertain to meeting the Perkins goals).

1

Example:

Pima CC -- Downtown Campus

43.0200, Fire Science - 4,10

Goal 1: COHERENT SEQUENCE OF INSTRUCTION

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POSTSECONDARY INSTITUTIONS MUST ADDRESS THIS GOAL.

GOAL 1: LOCAL PLAN FOR VTE - Perkins Law [§134(b)(1)] requires a "...coherent sequence of instruction..." for occupational programs supported with these funds that are identified under section "Local VTE Plan: Coherent Sequence". Address this goal by developing an objective(s) that will support a coherent sequence of instruction framework for the district/community college occupational programs.

(The words "coherent sequence" refer to the sequence of instruction described in the State Plan and Perkins Act which pertains to the instruction of course material from grades seven through fourteen.)

When you save this page, it will be saved as a separate link on the left that you can click on and revise later. **The program will reload a new (blank) template page for you to fill out. If you do not need this blank page, please click on another link for the next goal to begin working on another page.**

The following is an example BG objective that may be used as a template to write yours, edit or can be copied and pasted into the appropriate boxes below. You must select or create at least one objective for each goal.

SAMPLE OBJECTIVE:

Objective: By September 30, 2007, (name of college) will have used Perkins and/or other funding sources to support specific required goals/objectives to achieve program improvement in occupational programs identified in the coherent sequence as submitted to the ADE through this application and evidenced by appropriate documentation.

Measurable Outcome: 100% of occupational programs not meeting performance measures core indicators will be addressed through this application.

Evaluation Method: Improvement in performance measures core indicator results; Mid-Year and Final Narrative Reports listing accomplishments; completed Basic Grant (BG) monitoring document describing assurance accomplishments.

Objective: Identify priority occupational programs based on performance measures and/or institutional evaluations.

Measurable Outcome: Establish and submit a plan for targeting expenditures for programmatic improvement.

Evaluation Method: Reassessment of identified programs, based on performance measures and institutional evaluation results, for improvement.

Answer all questions thoroughly.		
1	Develop at least one objective for Goal One (identify the Goal Number and Objective Number, i.e., Goal One Objective One, Goal One Objective Two). Create only one objective per page.	
2	Will this objective be implemented district wide or only at one or more sites?	District wide One or more sites only
3	List the sites where this objective will be implemented. If district wide, state "non-applicable".	
4	State the objective relative to this goal. (If you are using a sample objective from the above list, copy and paste it into position.)	
5	State the Measurable Outcomes for this goal.	
6	State the Evaluation Method for this goal.	
7	Check below if Perkins Funds will be used to address this objective indicating the Expenditure Category on the initial application and as amended (check all that apply). If none will be used to meet this objective, choose "None of the above."	Salaries - Instructional Salaries - Non-Instructional Benefits Travel Supplies and Materials Purchased Services/Consultant Fees Tuition Printing/Reproduction Utilities/Communications Other Expenses Capital Outlay None of the above

GOAL 2: PERFORMANCE STANDARDS

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GOAL 2: PERFORMANCE STANDARDS - Carry out Vocational Technical Education programs to meet state performance standards. [§134(b)(2)] Develop and implement evaluations of Vocational Technical Education programs, including assessment of how the needs of special populations are being met. [§135(b)(5)] Independently evaluate and continuously improve performance. [§134(b)(6)]

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The following are example BG objectives which can be used as a template to write yours, edit or can be copied and pasted into the appropriate boxes below. You must select or create at least one objective for each goal.

SAMPLE BG OBJECTIVES:

Objective: (name of college) will document the process in place for consistent data collection allowing for reliable performance measures reporting.

Measurable Outcomes: Evidence of formal evaluation of methodology (with consultation from ADE Accountability Specialist) documenting that the data reported is in alignment with performance measure standards including identification of data collection challenges (e.g. identification of specific special populations).

Evaluation Method: Written description of process and findings.

Objective: All occupational programs will be annually evaluated for performance on **Core Indicators 1-4***, including assessment of how the needs of special populations are being met.

Measurable Outcomes: (insert name of college) occupational programs will be evaluated during the '05-'06 academic year by means of a standard district/community college approved evaluation process. Programs not meeting core indicators will be identified for targeted program improvement plans.

Evaluation Method: Annual review and evaluation results will be on file at (insert name of college) for regular and special populations and required documentation submitted to the ADE.

Objective: By March 31, 2007, local evaluation teams including students, college faculty, business/industry representatives, labor organizations, and special populations representatives, will be organized and trained to evaluate occupational programs including the assessment of special population students outcomes and how needs are being served.

Measurable Outcomes: Local evaluation teams will receive training in order to provide occupational program assistance in improving program techniques, equipment updates and competency attainment in order to link students more closely to careers.

Evaluation Method: Attendance reports of advisory meetings; documentation showing evidence of special populations served and made available by the occupational deans.

Objective: Using a district/community college approved program assessment process, implement evaluations of occupational programs to meet state performance measures, including how the needs of special population students are being served.

Measurable Outcomes: All occupational programs will be evaluated on the four core indicators mandated in the Perkins Act.

Evaluation Method: Evaluation results on file and required documentation submitted to the ADE; evidence of how special populations were served will be evidenced by documentation made available by the occupational deans.

***Core Indicator 1:** Student attainment of challenging State established academic and vocational technical skill proficiencies.

[§113(b)(2)(A)(i)]

Core Indicator 2: Student attainment of a postsecondary vocational/technical degree, certificate, or credential.

[§113(b)(2)(A)(ii)]

Core Indicator 3: Student successfully transitioning to, and retained in, further postsecondary education or advanced training, employment, and/or military service. [§113(b)(2)(A)(iii)]

Core Indicator 4: Student participation in and completion of nontraditional vocational and technical education programs.

[§113(b)(2)(A)(iv)]

Answer all questions thoroughly.		
1	Develop at least one objective for Goal Two (identify the Goal Number and Objective Number, i.e., Goal 2 Objective 1, Goal 2 Objective 2). Create only one objective per page.	
2	Will this objective be implemented district wide or only at one or more sites?	District wide One or more sites only
3	List the sites where this objective will be implemented. If district wide, state "non-applicable".	

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4	State the objective relative to this goal. (If you are using a sample objective from the above list, copy and paste it into position.)	
5	State the Measurable Outcomes for this goal.	
6	State the Evaluation Method for this goal.	
7	Check below if Perkins Funds will be used to address this Objective indicating the Expenditure Category on the initial application and as amended (check all that apply). If none will be used to meet this objective, choose " None of the above. "	Salaries - Instructional Salaries - Non-Instructional Benefits Travel Supplies and Materials Purchased Services/ Consultant Fees Tuition Printing/Reproduction Utilities/Communications Other Expenses Capital Outlay None of the above

GOAL 3: ACADEMIC STANDARDS

GOAL 3: ACADEMIC STANDARDS - Improve academic and technical skills of Vocational Technical Education students through integration of academics with Vocational Technical Education programs. [§134(b)(3)(A)] Teach Vocational Technical Education students the same challenging academic proficiencies as all other students. [§134(b)(3)(C)] [135(b)(1)]

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The following are example BG objectives which can be used as a template to write yours, edit or can be copied and pasted into the appropriate boxes below. You must select or create at least one objective for each goal.

SAMPLE OBJECTIVES:

Objective: To increase the number of occupational adult learners (OAL) achieving academic proficiencies by providing those OAL tutoring services in math and English.

Measurable Outcomes: The number of occupational adult learners reaching the state-defined threshold level who attain a “C” or better in all state-designated academic courses will increase by ____ % over the previous year’s results.

Evaluation Method: Comparing the submitted FY 2006 vs. FY 2007 1P1 performance measure data to demonstrate an improvement. Tracking the students tutored by keeping records of students served.

Objective: All Associate of Applied Science and Certificate of Proficiency programs shall included the state academic threshold requirement.

Measurable Outcomes: Inclusion of 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.

Evaluation Method: Official program listing in official online catalog.

Answer all questions thoroughly.		
1	Develop at least one objective for Goal Three (identify the Goal Number and Objective Number, i.e., Goal 3 Objective 1, Goal 3 Objective 2). Create only one objective per page.	
2	Will this objective be implemented district wide or only at one or more sites?	District wide One or more sites only
3	List the sites where this objective will be implemented. If district wide, state "non-applicable".	
4	State the objective relative to this goal. (If you are using a sample objective from the above list, copy and paste it into position.)	
5	State the Measurable Outcomes for this goal.	

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6	State the Evaluation Method for this goal.	
7	<p>Check below if Perkins Funds will be used to address this Objective indicating the Expenditure Category on the initial application and as amended (check all that apply). If none will be used to meet this objective, choose "None of the above."</p>	Salaries - Instructional Salaries - Non-Instructional Benefits Travel Supplies and Materials Purchased Services/Consultant Fees Tuition Printing/Reproduction Utilities/Communications Other Expenses Capital Outlay None of the above

GOAL 4: PROGRAM IMPROVEMENT

GOAL 4: PROGRAM IMPROVEMENT - Initiate, improve, expand, and modernize quality Vocational Technical Education programs. [§135(b)(6)] Improve Vocational Technical Education programs by providing services and activities of such size, scope, and quality to be effective. [§134(b)(5)] [§135(b)(7)] Provide students with strong experience in and understanding of all aspects of an industry. [§134(b)(3)(B)]

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The following are example BG objectives which can be used as a template to write yours, edit or can be copied and pasted into the appropriate boxes below. You must select or create at least one objective for each goal.

SAMPLE OBJECTIVES:

Objective: In occupational programs students will participate in an introductory and/or capstone activity to understand all aspects of the industry; occupational programs will be continuously improved to remain current to the standards of business and industry.

Measurable Outcomes: ___ students will participate in introductory and/or capstone activities, which will be identified in occupational programs; Advisory Boards will review occupational programs annually.

Evaluation Method: In the Final Narrative Report, the number of students will be identified along with a listing of some of the introductory and/or capstone activities; meeting minutes of advisory board meetings.

Objective: To increase the number of occupational adult learners (OAL) achieving occupational program proficiencies through the expansion and modernization of the (insert name of program) program.

Measurable Outcomes: The number of (insert name of program) occupational adult learners (OAL) who earn a 2.0 GPA or better in (insert name of program) will increase from ___ % (2005-06 level) to ___ % in FY 2007.

Evaluation Method: Comparison of FY 2006 OAL earning at least a 2.0 GPA vs. FY 2007 and records of equipment purchased for the (insert name of program) lab.

Objective: To increase the number of occupational adult learners (OAL) transitioning to employment by coordinating with at least ___ new local businesses to provide work-based learning experiences for students.

Measurable Outcomes: The number of OAL transitioning to employment after graduation will increase from ___ % (2005-06 level) to ___ % (2006-07 level).

Evaluation Method: The number of OAL transitioning to employment after graduation will increase from ___ % (2005-06 level) to ___ % (2006-07 level).

Answer all questions thoroughly.		
1	Develop at least one objective for Goal Four (identify the Goal Number and Objective Number, i.e., Goal 4 Objective 1, Goal 4 Objective 2). Create only one objective per page.	
2	Will this objective be implemented district wide or only at one or more sites?	District wide One or more sites only

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3	List the sites where this objective will be implemented. If district wide, state "non-applicable".	
4	State the objective relative to this goal. (If you are using a sample objective from the above list, copy and paste it into position.)	
5	State the Measurable Outcomes for this goal.	
6	State the Evaluation Method for this goal.	
7	Check below if Perkins Funds will be used to address this Objective indicating the Expenditure Category on the initial application and as amended (check all that apply). If none will be used to meet this objective, choose " None of the above. "	Salaries - Instructional Salaries - Non-Instructional Benefits Travel Supplies and Materials Purchased Services/Consultant Fees Tuition Printing/Reproduction Utilities/Communications Other Expenses Capital Outlay None of the above

GOAL 5: INVOLVE STAKEHOLDERS

GOAL 5: INVOLVE STAKEHOLDERS - Inform and involve parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals in the development, implementation, and evaluation of Vocational Technical Education programs. [§134(b)(4)] [135(c)(1)]

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The following is an example BG objectives which can be used as a template to write yours, edit or can be copied and pasted into the appropriate boxes below. You must select or create at least one objective for each goal.

SAMPLE OBJECTIVE:

Objective: Advisory boards will meet annually in all occupational programs on providing program techniques, equipment updates and competency attainment.

Measurable Outcomes: Advisory board membership list including student(s), faculty, representatives of business and industry, labor organizations, and representatives of special populations. At least one meeting will be held before May, 2007.

Evaluation Method: Attendance reports and minutes of meeting.

Answer all questions thoroughly.		
1	Develop at least one objective for Goal Five (identify the Goal Number and Objective Number, i.e., Goal 5 Objective 1, Goal 5 Objective 2). Create only one objective per page.	
2	Will this objective be implemented district wide or only at one or more sites?	District wide One or more sites only
3	List the sites where this objective will be implemented. If district wide, state "non-applicable".	
4	State the objective relative to this goal. (If you are using a sample objective from the above list, copy and paste it into position.)	
5	State the Measurable Outcomes for this goal.	
6	State the Evaluation Method for this goal.	
7	Check below if Perkins Funds will be used to address this Objective indicating the Expenditure Category on the initial application and as amended (check all that apply). If none will be used to meet this objective, choose " None of the above. "	Salaries - Instructional Salaries - Non-Instructional Benefits Travel

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	Supplies and Materials Purchased Services/Consultant Fees Tuition Printing/Reproduction Utilities/Communications Other Expenses Capital Outlay None of the above
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GOAL 6: SPECIAL POPULATIONS

GOAL 6: ACCESS/PROGRESS/SUCCESS FOR SPECIAL POPULATIONS - Prevent discrimination against special populations. [§134(b)(8)] Identify and adopt strategies to overcome barriers to access/success for special populations. [§134(b)(7)(A)] Provide programs designed to enable special populations to meet state performance standards. [§134(b)(7)(B)] [135(c)(4)]

When you save this page, it will be saved as a separate link on the left that you can click on and revise later. **The program will reload a new (blank) template page for you to fill out. If you do not need this blank page, please click on another link for the next goal to begin working on another page.**

The following are example BG objectives which can be used as a template to write yours, edit or can be copied and pasted into the appropriate boxes below. You must select or create at least one objective for each goal.

SAMPLE OBJECTIVES:

Objective: Provide training for faculty and staff to prevent discrimination against special populations in occupational programs; develop strategies and programs to overcome barriers of access/success for special populations.

Measurable Outcomes: _____% of faculty and staff will participate in special populations training and will develop strategies and proposed programs to overcome barriers of access/success for special population students.

Evaluation Method: A list of participating faculty; update on outcome of strategies and proposed programs developed.

Objective: To increase the graduation rate of OAL who are identified as Individuals with Disabilities, Economically Disadvantaged, and Limited English Proficient, in the (insert name of program(s)) by means of _____ services.

Measurable Outcomes: The number of identified program special pops students graduating will increase from ___ % (2005-06 level) to ___ % (2006-07 level).

Evaluation Method: Program records of the names and number of special populations students graduating with a community college certificate, credential or degree in FY 2006 vs. FY 2007.

Objective: Identify and adopt strategies to overcome barriers to access and success for declared special population students.

Measurable Outcomes: ___ % of those OAL who have declared their need for special services to the (name of community college special services office), will receive the necessary supplemental services to be successful in achieving at least a “C” in their occupational program courses.

Evaluation Method: Records of those OAL who have requested supplemental services; services received by OAL; grades of OAL.

Answer all questions thoroughly.	
1	Develop at least one objective for Goal Six (identify the Goal Number and Objective Number, i.e., Goal 6 Objective 1, Goal 6 Objective 2). Create only one objective per page.
2	Will this objective be implemented district wide or only at one or more sites? District wide One or more sites only
3	List the sites where this objective will be implemented. If district wide, state "non-applicable".
4	State the objective relative to this goal. (If you are using a sample objective from the above list, copy and paste it into position.)
5	State the Measurable Outcomes for this goal.
6	State the Evaluation Method for this goal.

Appendix C

<p>Check below if Perkins Funds will be used to address this Objective indicating the Expenditure Category on the initial application and as amended (check all that apply). If none will be used to meet this objective, choose "None of the above."</p>	<ul style="list-style-type: none"> Salaries - Instructional Salaries - Non-Instructional Benefits <input type="checkbox"/> Travel Supplies and Materials Purchased Services/Consultant Fees Tuition Printing/Reproduction Utilities/Communications Other Expenses Capital Outlay None of the above
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GOAL 7: NONTRADITIONAL TRAINING

GOAL 7: NONTRADITIONAL TRAINING - Promote preparation for nontraditional training and employment. [§134(b)(9)] [135(c)(14)]

When you save this page, it will be saved as a separate link on the left that you can click on and revise later. **The program will reload a new (blank) template page for you to fill out. If you do not need this blank page, please click on another link for the next goal to begin working on another page.**

The following are example BG objectives which can be used as a template to write yours, edit or can be copied and pasted into the appropriate boxes below. You must select or create at least one objective for each goal.

SAMPLE OBJECTIVES:

Objective: (insert name of college) advisors and occupational program faculty will attend in-service activities to upgrade their knowledge of nontraditional career guidance, recruitment and training.

Measurable Outcomes: At least 25% of staff will have participated in the training; 5% increase in student enrollment in nontraditional training from previous year.

Evaluation Method: Evidence of increase in student enrollment in nontraditional training from previous year; percent of participating staff identified.

Objective: Develop materials and outreach activities to promote nontraditional training and employment of OAL.

Measurable Outcomes: Target the lowest 25% of those occupational programs with nontraditional deficiencies, based on community college statistics, to provide materials and outreach activities.

Evaluation Method: List of materials and outreach activities developed for targeted programs; list of targeted occupational programs.

Objective: To increase the number of OAL enrolling in non-traditional occupational programs through the promotion of non-traditional role models in all publications and advertising materials.

Measurable Outcomes: The number of non-traditional students enrolling in occupational programs will increase from ___ % (2005-06 levels) to ___ % (2006-07 levels).

Evaluation Method: Analysis of course enrollment showing percent increases; list of publications featuring non-traditional role models printed and distributed.

Answer all questions thoroughly.		
1	Develop at least one objective for Goal Seven (identify the Goal Number and Objective Number, i.e., Goal 7 Objective 1, Goal 7 Objective 2). Create only one objective per page.	
2	Will this objective be implemented district wide or only at one or more sites?	District wide One or more sites only
3	List the sites where this objective will be implemented. If district wide, state "non-applicable".	
4	State the objective relative to this goal. (If you are using a sample objective from the above list, copy and paste it into position.)	

Appendix C

5	State the Measurable Outcomes for this goal.	
6	State the Evaluation Method for this goal.	
7	Check below if Perkins Funds will be used to address this Objective indicating the Expenditure Category on the initial application and as amended (check all that apply). If none will be used to meet this objective, choose " None of the above. "	Salaries - Instructional Salaries - Non-Instructional Benefits Travel Supplies and Materials Purchased Services/Consultant Fees Tuition Printing/Reproduction Utilities/Communications Other Expenses Capital Outlay None of the above

GOAL 8: PROFESSIONAL DEVELOPMENT

GOAL 8: PROFESSIONAL DEVELOPMENT - Provide comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel. [§134(b)(10)] [§135(b)(4)(A)(B)(C)(D)]

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The following are example BG objectives which can be used as a template to write yours, edit or can be copied and pasted into the appropriate boxes below. You must select or create at least one objective for each goal.

SAMPLE OBJECTIVES:

Objective: Community college faculty will attend professional development workshops and training in at least one of the following: to upgrade knowledge of program areas, integration of academic/technical standards, occupational and academic instructional strategies, and technology-based instruction.

Measurable Outcomes: At least ___ % of faculty will attend training and develop at least one technology-based instructional lesson plan.

Evaluation Method: Workshop attendance records, completed curriculum package for integrating technology into the occupational program and percent of faculty attending training.

Objective: Identify and/or provide opportunities for faculty and staff to participate in professional development in-service activities.

Measurable Outcomes: _____% of occupational faculty will attend training sessions to update their skills in the following areas: (list areas).

Evaluation Method: A list of faculty--and percent of faculty-- who participated in professional development activities.

Answer all questions thoroughly.		
1	Develop at least one objective for Goal Eight (identify the Goal Number and Objective Number, i.e., Goal 8 Objective 1, Goal 8 Objective 2). Create only one objective per page.	
2	Will this objective be implemented district wide or only at one or more sites?	District wide One or more sites only
3	List the sites where this objective will be implemented. If district wide, state "non-applicable".	
4	State the objective relative to this goal. (If you are using a sample objective from the above list, copy and paste it into position.)	
5	State the Measurable Outcomes for this goal.	
6	State the Evaluation Method for this goal.	

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<p>7 Check below if Perkins Funds will be used to address this Objective indicating the Expenditure Category on the initial application and as amended (check all that apply). If none will be used to meet this objective, choose "None of the above."</p>	<ul style="list-style-type: none"> Salaries - Instructional Salaries - Non-Instructional Benefits Travel Supplies and Materials Purchased Services/Consultant Fees Tuition Printing/Reproduction Utilities/Communications Other Expenses Capital Outlay None of the above
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GOAL 9: TECHNOLOGY

GOAL 9: TECHNOLOGY - Develop, improve, or expand the use of technology in Vocational Technical Education.
 [§135(b)(3)] [135(b)(4)(D)]

When you save this page, it will be saved as a separate link on the left that you can click on and revise later. **The program will reload a new (blank) template page for you to fill out. If you do not need this blank page, please click on another link for the next goal to begin working on another page.**

The following are example BG objectives which can be used as a template to write yours, edit or can be copied and pasted into the appropriate boxes below. You must select or create at least one objective for each goal.

SAMPLE OBJECTIVES:

Objective: Provide opportunities for technology training for faculty and staff, which can be used in classroom instruction.

Measurable Outcomes: At least ___ % of occupational faculty will be trained in current technology related to delivery of instruction.

Evaluation Method: List of faculty participants and indicating whether target percentage trained was reached. Provide sample of what type of training was obtained.

Answer all questions thoroughly.		
1	Develop at least one objective for Goal Nine (identify the Goal Number and Objective Number, i.e., Goal 9 Objective 1, Goal 9 Objective 2). Create only one objective per page.	
2	Will this objective be implemented district wide or only at one or more sites?	District wide One or more sites only
3	List the sites where this objective will be implemented. If district wide, state "non-applicable".	
4	State the objective relative to this goal. (If you are using a sample objective from the above list, copy and paste it into position.)	
5	State the Measurable Outcomes for this goal.	
6	State the Evaluation Method for this goal.	
7	Check below if Perkins Funds will be used to address this Objective indicating the Expenditure Category on the initial application and as amended (check all that apply). If none will be used to meet this objective, choose " None of the above. "	<ul style="list-style-type: none"> Salaries - Instructional Salaries - Non-Instructional Benefits Travel Supplies and Materials Purchased Services/Consultant Fees Tuition Printing/Reproduction Utilities/Communications Other Expenses

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	Capital Outlay None of the above
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GOAL 10: ARTICULATION

GOAL 10: ARTICULATION - Link secondary and postsecondary Vocational Technical Education programs, including implementing Tech-Prep programs. [§135(b)(8)]

When you save this page, it will be saved as a separate link on the left that you can click on and revise later. **The program will reload a new (blank) template page for you to fill out. If you do not need this blank page, please click on another link for the next goal to begin working on another page.**

The following are example BG objectives which can be used as a template to write yours, edit or can be copied and pasted into the appropriate boxes below. You must select or create at least one objective for each goal.

SAMPLE OBJECTIVES:

Objective: Tech Prep OAL will be accurately identified in order to document the transitions of Tech Prep OAL from secondary to postsecondary education.

Measurable Outcomes: (name of college district) will establish a permanent Tech Prep field in the student database by _____ 2007. The permanent Tech Prep identifier will allow the record to be part of the 5-year cohort.

Evaluation Method: The Tech Prep identifier on the student record will be used to report required Tech Prep data for the Tech Prep Student Count Matrix and the performance measures for the Consolidated Annual Report.

Answer all questions thoroughly.	
1 Develop at least one objective for Goal Ten (identify the Goal Number and Objective Number, i.e., Goal 10 Objective 1, Goal 10 Objective 2). Create only one objective per page.	
2 Will this objective be implemented district wide or only at one or more sites?	District wide One or more sites only
3 List the sites where this objective will be implemented. If district wide, state "non-applicable".	
4 State the objective relative to this goal. (If you are using a sample objective from the above list, copy and paste it into position.)	
5 State the Measurable Outcomes for this goal.	
6 State the Evaluation Method for this goal.	
7 Check below if Perkins Funds will be used to address this Objective indicating the Expenditure Category on the initial application and as amended (check all that apply). If none will be used to meet this objective, choose " None of the above. "	Salaries - Instructional Salaries - Non-Instructional Benefits Travel Supplies and Materials Purchased Services/Consultant Fees Tuition Printing/Reproduction Utilities/Communications Other Expenses Capital Outlay None of the above

GOAL 11: CAREER GUIDANCE

GOAL 11: CAREER GUIDANCE - Provide career guidance and academic counseling for Vocational Technical Education students. [§135(c)(2)]

When you save this page, it will be saved as a separate link on the left that you can click on and revise later. **The program will**

Appendix C

reload a new (blank) template page for you to fill out. If you do not need this blank page, please click on another link for the next goal to begin working on another page.

The following are example BG objectives which can be used as a template to write yours, edit or can be copied and pasted into the appropriate boxes below. You must select or create at least one objective for each goal.

SAMPLE OBJECTIVES:

Objective: Increase the number of OAL who successfully transition to further postsecondary education, employment, and/or the military.

Measurable Outcomes: The percentage of OAL who completed a program and successfully transitioned to further postsecondary education within the state, employment within the state, and/or military service after terminating participation in the occupational program will increase by 10% from FY 2006 to FY 2007.

Evaluation Method: Record of number of OAL placed and evidence that the targeted percentage was reached.

Objective: Student advisors will attend conferences related to upgrading their knowledge of career guidance issues, financial assistance, STW issues, and academic requirements.

Measurable Outcomes: Twenty-five percent of student advisors and staff will attend at least one workshop in order to assist OAL in the development of career plans, selecting occupational and academic courses and careers, and creating a college career fair.

Evaluation Method: Workshop attendance log, career plans of students and schedule of career fair.

Answer all questions thoroughly.	
1	Develop at least one objective for Goal Eleven (identify the Goal Number and Objective Number, i.e., Goal 11 Objective 1, Goal 11 Objective 2). Create only one objective per page.
2	Will this objective be implemented district wide or only at one or more sites? District wide One or more sites only
3	List the sites where this objective will be implemented. If district wide, state "non-applicable".
4	State the objective relative to this goal. (If you are using a sample objective from the above list, copy and paste it into position.)
5	State the Measurable Outcomes for this goal.
6	State the Evaluation Method for this goal.
7	<div style="display: flex; justify-content: space-between;"> <div style="width: 65%;"> Check below if Perkins Funds will be used to address this Objective indicating the Expenditure Category on the initial application and as amended (check all that apply). If none will be used to meet this objective, choose "None of the above." </div> <div style="width: 30%; font-size: small;"> Salaries - Instructional Salaries - Non-Instructional Benefits Travel Supplies and Materials Purchased Services/Consultant Fees Tuition Printing/Reproduction Utilities/Communications Other Expenses Capital Outlay None of the above </div> </div>

PERMISSIBLE GOALS SECTION

INSTRUCTIONS FOR SELECTING PERMISSIBLE BASIC GRANT GOALS AND DEVELOPING OBJECTIVES.

Your Carl Perkins Basic Grant funds may be used to address any of the Permissible Expenditure Goal Categories identified below, provided you have allocated sufficient funds to address the Required Basic Grant Goals 1-11.

When you save this page, it will be saved as a separate link on the left that you can click on and revise later. **The program will reload a new (blank) template page for you to fill out. If you do not need this blank page, please click on another link for the next goal to begin working on another page.**

Appendix C

Answer all questions thoroughly.	
<p>Choose one expenditure category to address.</p> <p>1 If you choose "Category A" your administrative cost is limited to 5% including your allowable indirect cost.</p>	<p>Expenditure Category A: Support administrative costs</p> <p>Expenditure Category B: Provide work-related experience, i.e internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to Vocational Technical Education programs</p> <p>Expenditure Category C: Support local Perkins Basic Grant and business partnerships;</p> <p>Expenditure Category D: Support vocational and technical student organizations</p> <p>Expenditure Category E: Provide mentoring and support services for Vocational Technical Education students</p> <p>Expenditure Category F: Leasing, purchasing, upgrading or adapting equipment, including instructional aids for Vocational Technical Education programs</p> <p>Expenditure Category G: Support family and consumer sciences programs</p> <p>Expenditure Category H: Provide vocational and technical education programs for adults and school dropouts to complete their secondary education; and</p> <p>Expenditure Category I: Assist participating Vocational Technical Education students in finding employment and continuing their education</p>
2 Create the objective for this expenditure category.	
3 State the Measurable Outcome for this expenditure category.	
4 State the Evaluation Method for this expenditure category.	
<p>5 Check below if Perkins Funds will be used to address this Objective indicating the Expenditure Category on the initial application and as amended (check all that apply). If none will be used to meet this objective, choose "None of the above."</p>	<p>Salaries - Instructional</p> <p>Salaries - Non-Instructional</p> <p>Benefits</p> <p>Travel</p> <p>Supplies and Materials</p> <p>Purchased Services/Consultant Fees</p> <p>Tuition</p> <p>Printing/Reproduction</p> <p>Utilities/Communications</p> <p>Other Expenses</p> <p>Capital Outlay</p> <p>None of the above</p>