

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**PROMOTING RIGOROUS CAREER AND TECHNICAL EDUCATION PROGRAMS OF
STUDY**

CFDA # 84.051C

PR/Award # V051C100016

There were problems converting one or more of the attachments. Please see list below.

OMB No. 1830-0568, Expiration Date: 05/31/2011
Closing Date: SEP 07, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 9/7/2010	4. Applicant Identifier:	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier: N/A (Per Laura Messenger, OVAE)	
State Use Only:		
6. Date Received by State:	7. State Application Identifier:	
8. APPLICANT INFORMATION:		
* a. Legal Name: Arizona Department of Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 866004791	* c. Organizational DUNS: 804746097	
d. Address:		
* Street1:	1535 West Jefferson Street	
Street2:		
* City:	Phoenix	
County:		
State:	AZ	
Province:		
* Country:	USA	
* Zip / Postal Code:	85007	
e. Organizational Unit:		
Department Name: Arizona Department of Education	Division Name: Career and Technical Education	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	* First Name:	Jan
Middle Name:		

* Last Name: Brite

Suffix:

Title: Director of Program Improvement, Career and Technical Education

Organizational Affiliation:

Arizona Department of Education

* Telephone
Number:

(602)542-4365

Fax Number:

* Email: JAN.BRITE@AZED.GOV

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.051C

CFDA Title:

Promoting Rigorous Career and Technical Education Programs of Study

*** 12. Funding Opportunity Number:**

080610-001

Title:

080610-001

Promoting Rigorous Career and Technical Education Programs of Study

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Arizona Promoting Rigorous CTE Programs of Study Program

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: AZ/all

* b. Program/Project: AZ/all

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2014

18. Estimated Funding (\$):

a. Federal	\$
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 0

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: Margaret

Middle Name:

* Last Name: Garcia-Dugan

Suffix:

Title: Deputy Superintendent of Public Instruction

* Telephone Number: (602)364-2339 Fax Number:

* Email: MARGARET.DUGAN@AZED.GOV

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Arizona Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 64,800	\$ 68,040	\$ 71,442	\$ 75,014	\$ 0	\$ 279,296
2. Fringe Benefits	\$ 19,440	\$ 20,412	\$ 21,433	\$ 22,504	\$ 0	\$ 83,789
3. Travel	\$ 11,780	\$ 11,000	\$ 11,000	\$ 11,000	\$ 0	\$ 44,780
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 121,000	\$ 117,000	\$ 112,000	\$ 106,000	\$ 0	\$ 456,000
9. Total Direct Costs (lines 1-8)	\$ 217,020	\$ 216,452	\$ 215,875	\$ 214,518	\$ 0	\$ 863,865
10. Indirect Costs*	\$ 12,963	\$ 13,426	\$ 14,023	\$ 14,650	\$ 0	\$ 55,062
11. Training Stipends	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 0	\$ 80,000
12. Total Costs (lines 9-11)	\$ 249,983	\$ 249,878	\$ 249,898	\$ 249,168	\$ 0	\$ 998,927

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 12/31/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 13.5%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Arizona Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 95,250	\$ 95,250	\$ 95,250	\$ 95,250	\$ 0	\$ 381,000
2. Fringe Benefits	\$ 28,575	\$ 28,575	\$ 28,575	\$ 28,575	\$ 0	\$ 114,300
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 123,825	\$ 123,825	\$ 123,825	\$ 123,825	\$ 0	\$ 495,300
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 123,825	\$ 123,825	\$ 123,825	\$ 123,825	\$ 0	\$ 495,300

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Margaret Garcia-Dugan

Title: Dept. Supt. of Public Instruction

Date Submitted: 09/07/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Margaret Garcia-Dugan Title: Dept. Supt. of Public Instruction Applicant: Arizona Department of Education Date: 09/07/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
 - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
 - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
 - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
 - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
 - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
 - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
 - William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et. seq.);
 - Cuban Student Loan Program (20 U.S.C. 2601, et. seq.);
 - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
 - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
 - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
 - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
 - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
 - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
 - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
 - Law Enforcement Education Program (42 U.S.C. 3775);
 - Indian Fellowship Program (29 U.S.C.774(b));
 - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

09/07/2010

(Signature)

(Date)

Margaret Garcia-Dugan

(Typed or Printed Name)

Name or number of the ED program under which this certification is being made:

84.051C - Promoting Rigorous Career and Technical Education Programs of Study

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA

File : C:\fakepath\RESPONSE TO SECTION 427 OF GEPA.pdf

RESPONSE TO SECTION 427 OF GEPA

Section 427 of the General Education Provisions Act (GEPA) requires a description of the steps that will be taken to ensure equitable access to, and participation in, federally assisted programs for students, teachers and other program beneficiaries. To ensure equitable participation and access project resources, the following considerations will be made:

- When requested, the Arizona Department of Education will produce dissemination materials (e.g., direct mailings, e-mails, on-line announcements) in both English and Spanish. Other considerations will be made to ensure the document is readily accessible to traditionally underrepresented groups.
- The project staff will coordinate the process of cooperation and collaboration between and among the project participants to ensure equitable access and participation of recipients of the project funds.
- The project staff will conduct accessibility assessments of their programs' physical and instructional environments.
- The project staff will eliminate physical and learning barriers in the educational settings and provide reasonable accommodations to those being served.
- The project staff will carefully consider issues of cultural diversity and sensitivity by reviewing instructional elements of the program. Careful attention to topics covered in the program will be considered based on how participants might respond, react, or perceive information being presented.
- Training on cultural, gender, race, and national origin will be provided to all personnel associated with this project.

The Arizona Department of Education shall maintain non-discriminatory learning environments to ensure that participants are not excluded from participation in, denied the benefits of or otherwise subjected to discrimination in any program or activity of the district on the basis of race, color, ethnicity, religion, gender, disability or national origin. The right of any student to attend and participate in school activities will be limited only when the welfare of others may be threatened. When students act irresponsibly they will be held accountable so as to preserve an appropriate educational setting for others. These provisions are supported in the proposal as well as in the Department's policies and rules supporting diversity.

Project Narrative

ABSTRACT

Attachment 1:

Title: **Project Abstract** Pages: **1** Uploaded File: **Project Abstract.pdf**

ABSTRACT: Arizona Promoting Rigorous CTE Programs of Study Program

The Arizona Department of Education Career and Technical Education Unit, in response to a severe teacher shortage, recently participated in a *College Career Transition Initiative* (CCTI) grant, in which a coherent, articulated sequence of rigorous academic and CTE courses in the **Education and Training Career Cluster** were identified and aligned with the requirements of the Associates of Arts in Elementary Education Degree (AAEE) – and were then articulated for transfer with Arizona public universities. The goal of the project was to build a model of program instruction that was replicable, and to create systemic change in the way of CTE programs. This project proposes to enhance this successful model, and replicate it through implementing effective Programs of Study, aligned to the 10 Framework Components, in the four high-need areas of **Education Professions, Early Childhood Education, Engineering Sciences, and Multimedia Technologies** within project schools representing urban, suburban and rural schools from across the state of Arizona – for a total of 12 project schools in 9 committed school districts – serving nearly 754 current CTE students, and an anticipated nearly 2,963 CTE students over the four years of the project. The ADE/CTE has a strong commitments from postsecondary partners associated with each POS, aligned with each project school, that includes all three state universities (ASU, NAU, and UA), the Maricopa Community College District, Eastern Arizona Community College, Coconino Community College, Northland Pioneer Community College, Mohave Community College and Tribal Colleges. Additionally, the project has robust existing relationships with business and industry partners representing each selected POS, which will be leveraged to assist in defining and supporting clear and concise career pathways that align secondary education directly with postsecondary opportunities that lead directly to high-need industry opportunities for the state of Arizona.

Project Narrative

ELIGIBILITY

Attachment 1:

Title: **Eligibility** Pages: **1** Uploaded File: **Eligibility.pdf**

ELIGIBILITY

1. Eligible Applicants: *State boards designated or created consistent with State law as the sole State agencies responsible for the administration of CTE in their States or for the supervision of the administration of CTE in their States, in accordance with the definition of the term “eligible agency” in section 3(12) of the Act.*

The Arizona Department of Education Career and Technical Education Unit is the state agency unit responsible for the administration of CTE in Arizona, or for the supervision of the administration of CTE in Arizona.

Project Narrative

COMPETITIVE PREFERENCE PRIORITY

Attachment 1:

Title: **Competitive Preference Priority** Pages: **1** Uploaded File: **COMPETITIVE PREFERENCE PRIORITY.pdf**

COMPETITIVE PREFERENCE PRIORITY

Commitment to the Project

The Assistant Secretary for Vocational and Adult Education establishes a priority for applications that propose to contribute funds from other sources of funds to the total cost of the project. To meet this priority, the applicant must propose a budget that describes how the State will contribute 30 percent of the total cost of the project from other sources.

For these purposes, the applicant may use—

- a. State leadership funds awarded under section 111 of the Act and as specified in section 112(a)(1) of the Act;**
- b. Non-Federal contributions including in-kind contributions, such as facilities, equipment, supplies, services, and other resources; or**
- c. A combination of State leadership funds and non-Federal contributions.**

The ADE/CTE has identified non-federal funds (state CTE funds) to provide an in-kind match of \$495,300 over the project period – representing ~49.6% of the total project budget.

Project Narrative

SELECTION CRITERIA

Attachment 1:

Title: **Project Narrative** Pages: **50** Uploaded File: **Project Narrative - FINAL.pdf**

Arizona Career & Technical Education – Programs of Study Project
Arizona Department of Education

Promoting Rigorous Career and Technical Education Programs of Study
CFDA# 84.051C

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RESUMES

- Jan Brite – Project Director*
- Stephanie Hahn – POS Program Specialist*
- Jason Wojcik – POS Program Specialist*
- Tracy RexRoat – POS Program Specialist*
- Dr. Miriam Azin – Project Evaluator/Principal Investigator*
- Miriam Resendez – Evaluation Team*

BUDGET FORM (ED Form 524)

BUDGET NARRATIVE

ADDITIONAL INFORMATION: Appendices

References

Letters of Commitment (LEA and Postsecondary Partners)

Education Professions:

LEAs: Phoenix Union High School District, Peoria Unified School District, and Tuba City Unified School District
Postsecondary: Maricopa Community College District, Coconino Community College, ASU, NAU

Early Childhood Education:

LEAs: Phoenix Union High School District, Lake Havasu Unified School District, and Alchesay Unified School District
Postsecondary: Maricopa Community College District, Mohave Community College, Northland Pioneer Community College, ASU, NAU

Engineering Sciences:

*LEAs: Tucson Unified School District, Marana Unified School District
Postsecondary: UA*

Multimedia Technology:

*LEAs: Scottsdale Unified School District, Buckeye Union High School District, and Snowflake Unified School District
Postsecondary: Eastern Arizona Community College, ASU, NAU*

Letters of Support

Arizona First Things First, ABEC, Phoenix Workforce Connection Board, Center for the Future of Arizona, ASU VP for Education Partnerships, Corporation for National and Community Service, Communities in Schools-Greater Phoenix, Arizona SAVES, Advotech Company, AZ Transfer, Science Approach, Adobe Systems, Yuma Private Industry Council, Inc., Governor's Office of Children, Youth and Families, Global Solar, Arizona Skill Standards Commission, Arizona Technology Council, ASU Workforce and Development Office,

Template for Programs of Study

JTED Work Based Learning Requirements

Education Professions – Maricopa Career Pathway, Feb. 2007

Engineering POS Template

Sample Postsecondary Letter of Commitment

Sample Postsecondary Letter of Support

ASSURANCE AND CERTIFICATIONS

GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

(a) State Capacity to Implement a Rigorous Program of Study

(1) Existing state initiatives and partnerships

The Arizona Department of Education (ADE) has a demonstrated capacity to implement aligned, effective Programs of Study in high-need areas, through building upon the success of past implementation of existing Programs of Study. In response to a severe identified teacher shortage in Arizona (AZ), The ADE Career and Technical Education (CTE) Unit participated in a *College Career Transition Initiative* (CCTI) grant, in which a coherent, articulated sequence of rigorous academic and CTE courses in the **Education and Training Career Cluster** were identified and aligned with the requirements of the Associates of Arts in Elementary Education Degree (AAEE.) The AAEE degree is articulated for transfer with all AZ public university Bachelors of Arts in Elementary Education degree programs. The goal of the project was to build a model of program instruction that was replicable, and to create systemic change in the way of CTE programs. This project proposes to enhance this successful model, and replicate it through implementing **Education Professions, Early Childhood Education, Multimedia Technologies and Engineering Programs of Study** within selected project schools.

(2) POSs selected for high-growth, high-demand or high-wage occupations

The ADE utilizes the AZ Department of Commerce Research Administration Labor Market Data to establish the CTE programs eligible for funding based on high-skill, high-wage or high-demand career opportunities. The CTE Program list formula is based on the following: *2 x projected annual openings for each SOC code; 1 x average wages for each SOC; 1.5 x O*NET Descriptor knowledge, skills and abilities scores for each SOC code.* The CTE Program List is revised every two years to reflect labor market trends in Arizona (**See Appendix**).

(3) POSs built and sustained with the 10 Framework Components

(i) Legislation and Policies

(A) The allocation of State or local funding for POS development and long-term sustainability;

Arizona state statute ARS 15-391 (**See Appendix**) allows for the formation of the Joint Technical Education Districts (JTEDs) and allocates funding for specific career and technological education courses through additional ADM (Average Daily Membership). In Arizona, there are 13 JTEDs that cover most of the school districts in the state. ADE/CTE is responsible for JTED program approval. Through JTEDs, considerable state funds are available to support CTE programs.

(B) The use of established, formal procedures for the design, implementation, and continuous improvement of POSs;

During the Spring 2010 session of the AZ State Legislature passed the following statute: **ARS 15-1824. Transfer articulation; course numbering; reports.** This new law requires AZ public postsecondary institutions to cooperate in operating a statewide articulation and transfer system, including the process for transfer of lower division general education credits, general elective credits and curriculum requirements for approved majors, to facilitate the transfer of Community College (CC) students to AZ public universities without a loss of credit toward a baccalaureate degree and to ensure that the postsecondary education needs of students statewide are met without unnecessary duplication of programs; and to develop and implement a shared numbering system which identifies courses that transfer from CCs to AZ public universities toward a baccalaureate degree. Postsecondary institutions are working to design systems and revise procedures to comply with this new law. In developing POS ADE/CTE will work with each postsecondary institution and the AZ Articulation Taskforce that was established by the Board of

Regents to ensure that secondary courses are aligned with postsecondary courses that are required to establish a seamless transition to postsecondary that is non-duplicative of course work. The law also requires the development and implementation of a common course numbering system, allowing for more accurate design in planning POSs and individual student guidance strategies.

(C) Adherence to policies that ensure opportunities for any interested secondary student to participate in a POS;

The ADE of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. The Carl D. Perkins Basic Grant Application requires applying districts to address goals and write objectives related to how they promote CTE programs to all students, and inform parents and other stakeholders.

(D) The use of individual graduation or career plans for participating students.

Effective for the graduation class of 2013, AZ State Board Rule (Administrative Code R7-2-302.05) requires that all schools complete for every student in grades 9-12 an **AZ Education and Career Action Plan (ECAP)** prior to graduation. Schools develop ECAPs in consultation with a student, their parent or guardian and appropriate school personnel. Schools monitor, review and update each ECAP at least annually. Completion of an ECAP is verified by the school. An AZ ECAP reflects a student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop their individual academic and career goals. ECAPs assist schools in personalizing educational goals, and will be used to help track and monitor each student's college and career readiness with the following indicators: **ACADEMIC:** Plan coursework, Meet high school requirements, Document postsecondary education goals,

Review academic progress to include needed interventions or advisements, Record academic achievement or awards; **CAREER:** Identify postsecondary career plans, options, interests or skills, Explore career opportunities, Explore needed educational requirements to meet the career option; **POSTSECONDARY:** Explore admissions requirements, Complete necessary applications, Create a financial assistance plan; **EXTRACURRICULAR -** Documentation for participation in: Clubs/organizations, Athletics, Recreational activities, Fine arts opportunities, Community service or volunteer activities, Work experiences, internships, job shadow, etc., Leadership opportunities, and Other activities.

The development of the Career Clusters POS matrix is in direct alignment with the ECAP requirement. The matrix, used as a guidance tool, will enhance a counselor's ability to see the relationship between a student's CTE programs and appropriate academic courses, helping to ensure the student's success as they transition through their POS at both the secondary and postsecondary levels.

(ii) Partnerships

(D) Using written memoranda specifying the roles and responsibilities of partnership members

Secondary and postsecondary partners participating in the development of a POS were asked to sign and submit a "Letter of Commitment", specifying the roles and responsibilities of participating in the project. **(SEE APPENDIX) The letter of commitment for LEA partners specified:** Participating in training teachers and staff in implementing and supporting high-quality CTE Programs of Study, aligned to the 10 Framework Components; Implementing a high-quality CTE Program of Study aligned to the 10 Framework Components; Participating in workgroup meetings and other project meetings as directed by project staff, and; Participating in project evaluation activities including data collection and reporting. The letter of commitment for

postsecondary partnerships specified: Participating in articulation agreements regarding the CTE Program of Study; Assisting project schools in implementing a high-quality CTE Program of Study aligned to the 10 Framework Components; Participating in workgroup meetings and other project meetings as requested by project staff, and; Participating in project evaluation activities including data collection and reporting.

(B) Conducting ongoing analyses of economic and workforce trends to identify POSs that should be created, expanded, or, if appropriate, discontinued;

ADE/CTE staff collaborates on many initiatives with the AZ Department of Commerce to ensure high-skill, high-wage or high-demand career opportunities for CTE students. The CTE program list is researched and revised every two years in order to stay current with workforce trends in Arizona. The proposed POSs will be developed based on this current data. Additional programs, outside of this project, will be added, revised or discontinued based on future data.

(C) Linking POS development to existing initiatives that promote workforce and economic development;

ADE/CTE, in collaboration with other ADE divisions, introduced the **Education Professions** program, developed in partnership with K-12 and postsecondary institutions (**See (a)(1)**). The project will strengthen the articulation of POSs between the secondary programs and the CCs and expand the opportunities for dual enrollment credit. AZ Admin. Code R7-2-612(I) and 613(L) requires that publically funded pre-school educators be certified by the ADE by July 2009. This new requirement prompted postsecondary institutions to evaluate their current Early Childhood Education (ECE) degrees and update and add additional degrees to ensure requirements for ECE teachers could be met, and prompted CTE to begin to transition Child Care and Guidance programs into ECE programs and align the secondary curriculum with the

postsecondary curriculum. The project will develop **Early Childhood Education** into a POS. To this end, ADE/CTE has established partnerships to ensure that the CTE ECE program is directly aligned with postsecondary instruction, AZ Early Learning Standards and ECE teacher certification requirements, and meets industry expectations of Quality First centers. ADE/CTE Education and Training has formed partnerships with Early Childhood Education, Association for Supportive Childcare T.E.A.C.H Scholarship program, AZ First Things First, Center for the Future of AZ Pathways Initiative, Maricopa CCs, ASU and NAU for the development, implementation and sustainability of POSs in both **Education Professions** and **Early Childhood Education**.

Engineering Sciences is a “new and emerging program” for ADE/CTE. The program partnered with the High Tech Workforce Initiative, with Arizona’s Technology Engineering and Manufacturing industries, Maricopa CC District, and the NSF to provide externships in business, curriculum/skills development and outreach including career awareness, exploration or preparation for high tech occupations. The AZ Tech council works collaboratively with the STEM Center/AZ Science Foundation and has begun visioning towards a five year plan for high tech education and workforce development. The program has postsecondary partners that include CCs, UA and ASU that have been invaluable active participants in the effort to define the program, develop the appropriate program sequence of courses and establish rigorous standards and measurement criteria. Through a partnership with ADE/CTE, the UA and the AZ Science Foundation Engineering Science students are able receive dual enrollment credit for UA Engineering 102 during their final course in the sequence. During the 2009-2010 school year, 7 high schools had students receive dual enrollment credit. The partnership provides PD opportunities for secondary engineering teachers to align curriculum, instruction and

credentialing to meet requirements for dual enrollment. The project will work to align a 2nd college engineering course for dual enrollment with the UA, and will expand this partnership to include the ASU Poly Technical Engineering and NAU Engineering programs.

Multimedia Technologies content creation and delivery systems have been among those industries most transformed by technology. A recent search of the ONET for jobs requiring Multimedia Technologies technology skills yielded 276 separate career classifications. Therefore, in collaboration with the ASU Workforce and Economic Development Office (ASU WEDO) and The Walter Cronkite School of Journalism and Mass Communication, one of the nation's premier Multimedia Technologies training programs, the ADE/CTE has established a validation committee to assess the needs and expectations of an industry undergoing a massive transformation. In addition to establishing performance criteria and benchmarks, the task force is also leading the development and design of end of program assessments and validations that extend across broadcast, print, web, digital photography and graphic design.

(D) Identifying, validating, and updating technical and workforce readiness skills to be taught within POSs.

ADE/CTE is in partnership with the ASU WEDO to identify, validate, and update technical and workforce readiness skills to be taught for all CTE Programs. Beginning in 2007, the partnership has resulted in the identification and validation of CTE program standards and online assessments in 50 occupational areas. Each POS has current industry-validated technical standards and online end-of-program assessments 2010-2011.

The ADE/CTE Assessment System is built on partnerships. **Four leaderships groups** are instrumental in establishing the standards, measurements, and processes for the assessments:

The *AZ Skill Standards Commission*, co-chaired by the AZ Superintendent for Public Instruction, is a partnership of major AZ business leaders who have a need for highly skilled workforce, key legislators and leaders from statewide education initiatives. The Commission validates CTE program standards and provides leadership to the business community to recognize certificates and promote advanced entry into occupations. The Commission serves as a conduit to industry and business in Arizona to establish the “value added” from Commission issued student certificates and transcripts. The *Stakeholders Committee* is a partnership of the users of the online CTE Assessment System with the ADE/CTE and ASU Workforce Education and Development Office. Groups represented include: district supts., local CTE directors, teacher representatives from major program areas, postsecondary occupational deans, One-Stop and DES Representatives for WIA System, ASU and ADE/CTE. Their duties include assisting development of assessment implementation processes, administration of assessments, assisting with the validation and piloting of testing processes and assisting with recommendations to the AZ Skill Standards Commission. The *Validation Committees* reflect partnerships with education and business. Each Validation Committee is composed of at least ten incumbent workers who have been in the occupation being addressed for at least two years or a supervisor who was an incumbent worker and two-three secondary/postsecondary instructors from the occupational program being reviewed. The primary responsibility of the Validation Committee is to review existing standards for the CTE program, identify additional national standards and adapt/adopt as necessary. The *Test Item Development Committees* reflect partnerships with the ASU WEDO and CTE instructors. The committees consist of secondary and postsecondary instructors from each program. Under the leadership of ASU test item expert development specialists, these

committees develop test items for content specific test item banks and later analyze test items for validity and reliability. They also reconstruct poor test items and develop new/replacement items.

(iii)Professional Development

(A) Support the alignment of academic and technical curriculum within the POS from grade to grade (within grades 9 through 12) and from secondary to postsecondary education;

ADE/CTE recognizes the need to have rigorous academic content standards that embed essential challenging academic standards that ensure the success of all students, and the need to identify those embedded academic standards in order to specify the levels of academic instruction students receive within a CTE program. The AZ State Board of Education also recognizes the potential of CTE programs to deliver rigorous academic content as evidenced in a decision that increased graduation requirements and allows for up to 3.5 academic credits to be satisfied with CTE program instruction. (See **Appendix - Minimum Course of Study and Competency Requirements for Graduation from High School Beginning with the Graduation Class of 2013**)

Through Inter-agency Service Agreements (ISA) with ASU and UA, Administrators, teachers, faculty and industry representatives all participate in PD activities that identify and validate the CTE POSs technical standards identifies required academic courses needed to meet industry and postsecondary requirements. These partnerships also allow for ongoing development and delivery of content specific PD experience that keep teachers current with practices and trends in the specific industry. The project will also work to develop community of practice groups that will continue to meet and analyze the standards/measurement criteria, as well as provide a network for best practice sharing in the content.

(B) Support the development of integrated academic and CTE curriculum and instruction within the POS;

ADE/CTE and ADE Standards and Assessment are working in partnership with ASU to identify math and science standards delivered within CTE program standards. The AZ State Board of Education recently adopted the new Common Core Standards for Mathematics. These new standards will be analyzed to determine if they are embedded in CTE programs for each of the project's Programs of Study. The scope of work for this year includes analysis of both Science and Mathematics standards in the Engineering Sciences programs. The results of the ongoing work with ASU will assist school districts in their curriculum development and may also address the additional math credit and science requirements for high school graduates starting in 2012 and 2013. ADE/CTE and ASU are sponsoring a Math-in-CTE PD project for CTE teachers through the National Research Center for Career and Technical Education. The goal of this research-based PD is to prepare CTE teachers to enhance and reinforce the math embedded within their occupationally specific curricula. Academic standards taught in the delivery of CTE technical skill standards will be determined using the process described in **iii-A**. ADE/CTE will build capacity to enhance the delivery of academic skills within the CTE programs by using the Math-in-CTE strategies.

(C) Ensure that teachers and faculty have the necessary content knowledge to align and integrate curriculum and instruction within the POS;

Through the Math- In-CTE process, participating teacher teams receive ten days of hands-on training sustained throughout the school year with classroom focused documentation and collaboration with their academic partners and other teacher teams.

All teachers for the **Education Professions** POS are required to attend a three-day training on the curriculum. The project will enhance the training by developing an ongoing train-the-trainer process in which CTE/academic teachers conduct PD trainings in hands-on workshops and use a web-based site for implementing, refining and developing a high quality lesson plan bank to support integrated curriculum. **Early Childhood Education** teachers are involved in an ongoing PD strategy focused on aligning secondary programs with the requirements to certify Early Childhood Education teachers, Early Learning Standards, and creating Quality First centers within Early Childhood Education secondary learning labs. Teachers participating in the **Engineering Sciences** Program of Study are currently required to attend PD sessions conducted by UA Engineering staff. The PD sessions assure that the secondary curriculum aligned with Engineering 102 and the strategies used for instructional delivery are in alignment with university expectations for dual enrollment. Also, high schools teacher can opt for university credit for the PD sessions.

For the **Multimedia Technologies** Program of Study, the project will utilize and build upon the PD model established in collaboration with the ASU WEDO and ASU Cronkite School, fully implementing a multi-disciplinary training and support center that will provide:

- Comprehensive assessment of existing programs;
- Detailed recommendations for technology upgrades;
- Intensive skill training provided by university and industry partners;
- Regular site visits by center representatives to teach and mentor;
- Curriculum development and online resources;
- Assistance in developing school and program based repositories for publication and documentation of professional student challenge based learning activities;
- Web development, hosting and server support for Multimedia Technologies POS sites;
- Assistance in the creation

and development of authentic audiences by facilitating content sharing arrangements with local media.

(D) Foster innovative teaching and learning strategies within the POS;

The project will continue the development of online systems available and accessible for all teachers for enhancing and extending collaboration and PD focused on innovative teaching and learning strategies. ADE, in partnership with ASU, has an online portal tool - IDEAL- which is used as a PD environment. This free to all LEAs online tool enables educators, students and parents to access lesson plans, streaming videos, PD needs, current AZ educational information, and take practice AIMS tests. AZ educators can also collaboratively share ideas and resources - by using the MOODLE function within IDEAL, teachers can post curriculum, lesson plans, activities and resources as they are developed. These materials are then available to all educators across Arizona. PD activities are being developed for the ECE teachers to ensure students are preparing for a CDA certification/college credit. The proposed Multimedia Technologies POS intends to utilize and build upon the PD model established in collaboration with ASU WEDO and ASU Cronkite School, fully implement a series of collaborative, POS dedicated, community of practice websites to provide secure opportunities to: Collaborate with each other; Contact, collaborate and communicate with industry partners; Contact, collaborate and communicate with post secondary partners; Share curricular materials, teaching tools and strategies; Participate in POS focused forums; Collaborate both synchronously and asynchronously on systemic challenges or issues. ADE/CTE annually allocates Perkins Reserve funds for districts to apply for grants fostering innovation. This year the mini grants (due to ADE on October 1, 2010) will focus on implementing CTE Programs of Study. These projects will foster innovation and demonstrates Arizona's commitment to build CTE effective POSs.

(E) Assist administrators, teachers, and faculty to use assessment data for POS program and instructional improvement.

Arizona assists CTE administrators and educators to use assessment data for instructional improvement. ADE's partnership with ASU provides ongoing "Technical Assessment Institutes", to annually review the end of program Technical Skill Assessment items for reliability and validity. Activities include instruction and application on writing questions aligned to the Standards/Measurement Criteria established, and how to use data to positively drive classroom instruction. The project will ensure these trained teachers present the information to their peers in a variety of settings. Aggregate student assessment data is available to all districts participating in the online CTE Assessment System. The online system is in place for each POS, and provides immediate reports in several formats for each of the 50 technical skills assessments (See Appendix for a State level report).

(iv) Accountability and Evaluation Systems

(A) Yield valid and reliable data on key student outcomes (indicators of performance) referenced in the Act and other relevant Federal and State legislation;

Arizona annually collects and reports aggregate data to OVAE on the indicators of performance according to Perkins Section 113(b) and Section 203(e). District data reports are available for each CTE program. See Appendix for a sample secondary Performance Measure Report. These reports have been available to districts since Perkins III. Districts annually submit student SAIS numbers for concentrators and students who complete the CTE sequence of instruction and ADE completes the data match.

(B) Provide timely data to inform ongoing efforts to develop, implement, evaluate, and improve the effectiveness of POSs

ADE/CTE will gather quantitative and qualitative data on each of the POSs. Arizona has already developed an AZ POS Evaluation Rubric, used now to evaluate Perkins Reserve funded Innovative Program Projects to focus on developing and implementing projects. The rubric reflects the **10 Framework Components (See Appendix)**. The rubric will be modified to gather information on the components, and student outcomes, for this project as the tool to evaluate and improve the effectiveness of each participating POS. **(See Appendix G rubric)**

ADE/CTE will also develop a project POS website. This site will collect and disseminate district POS evaluation data, provide access to current information and successful practices related to their POS and will provide participants the opportunity to collaborate in a community of practice environment. During year 2 through year 4, the website will include evaluation benchmarks including midpoints for each project site to post their data on each of the 10 Framework Components. **(See Appendix for the proposed criteria for the web site development)**

(v) College and Career-Readiness Standards

(A) Are developed and continually validated in collaboration with secondary, postsecondary, and industry partners;

Arizona, with representative incumbent workers from Arizona businesses and industries, has developed and validated technical standards for 50 CTE programs, through the Validation Committee. The technical standards for the 50 programs were reviewed and validated by the AZ Skill Standards Commission. Each technical skill standard is composed of several measurement criteria that explain the technical standard, and each measurement criteria is linked to several assessment items. Standards are continually validated and regulated updated in the assessment development cycle. The ASCC approved a CC Assessment Plan to meet the Perkins assessment

requirements on July 18, 2010. It provides a structure by which standards and related assessments will be established for Perkins funded programs in Arizona. The list of approved CTE assessments aligned to CTE standards/learning outcomes are regularly reviewed with business and industry.

(B) Incorporate essential knowledge and skills that students must master regardless of their chosen career area or POS;

During this current school year, ADE/CTE has a research contract with ASU WEDO to prepare and validate new 21st century employability skills for Arizona CTE students. The research will be conducted by Dr. Joyce Malyn-Smith, a noted expert from the Education Development Center, relative to new skills such as expert thinking and complex communication. These skills will be piloted in the online CTE Assessment System during Spring 2011, and assessed through scenario questions.

(C) Provide the same rigorous knowledge and skills in reading or language arts and in mathematics that employers and colleges expect of high school graduates;

AZ State Board of Education adopted the Common Core Standards in English Arts and Mathematics on June 28, 2010. As a result, CTE crosswalk documents for the new standards embedded in CTE programs will be critical to district curriculum mapping. In addition, the academic analysis documents provide the research base for districts to design courses to meet both academic requirements for graduation and CTE sequence of courses.

(D) To the extent practicable, are internationally benchmarked so that students are prepared to succeed in a global economy

ADE/CTE has a new research project with the ASU WEDO to research international benchmarking CTE technical standards to prepare students for the global economy. This research project will be completed during 2010-2011.

(vi) Course Sequences

(A) Course sequence plans that map out recommended academic and career and technical courses for the POS;

The project will utilize a collaborative process involving established partnerships with identified LEA's postsecondary institutions (ASU, UA, NAU, Maricopa CC District, Northland Pioneer CC, Eastern AZ CC), business and industry, Center for the Future of AZ, and Science Foundation AZ – and build on work that has been done through the ADE CCTI project, Pathways Initiative (a collaborative initiative with ASU, MCCCDC, CFA, and select LEA's to develop a instructional pathway for identified program areas), and the UA/ Science Foundation AZ project - to: Align secondary standards with postsecondary course objectives within the identified certification or degree programs; Identify required and supporting academic and elective courses at the secondary level; Identify required general education courses, required program content courses and recommended electives at the post secondary level;; develop the recommended flow of courses using the Career Clusters POS template ; Collaborating with Guidance and Counseling by determining how to effectively incorporate courses indentified on the POS template into ECAPs of students enrolling in the POS; Identify postsecondary courses having dual enrollment potential.develop dual enrollment agreements for the agreed upon courses.

(B) Course sequence plans that begin with introductory courses that provide broad foundational knowledge and skills common across all POSs and then progress to more

occupationally specific courses that provide the knowledge and skills required for entry into and advancement in the selected POS;

Career Exploration is the foundation experience within the ADE/CTE Delivery System supporting the successful transition to high school CTE Career Preparation programs. The ADE, approved curriculum framework is aligned with the AZ Workplace Standards, AZ Technology Standards, and the National Career Development Guidelines. It introduces students to the States' Career Clusters as well as providing opportunities for instruction supported by a flexible learning environment, appropriate technology and support systems. The standards address career exploration and core skill development common to **virtually all occupations**.

(C) Opportunities for students to earn postsecondary credit for coursework taken during high school

The chart below lists the number of Tech Prep Articulations in Arizona for each proposed Program of Study. Tech Prep consortia are required to develop a Curricular Flow Agreement for each program that can articulate to a postsecondary institution that includes a written, signed agreement by secondary and postsecondary schools. The agreement lists the secondary courses, the postsecondary program, postsecondary courses that receive postsecondary credit and the number of credits. A typical summary from a **Curricular Flow Agreement** includes the following data: **Program; CIP; Secondary School; District; Community College; Post-Secondary Program; Secondary Course Sequence; Post-Secondary Courses for Credit from Secondary Program; # of Credits; and Consortia**. All Tech Prep Curricular Flow Agreements strive to have a credit component as an integral part of the Program of Study. Consortia directors facilitate articulation meetings with the secondary and postsecondary

instructors. The majority of the credits are Dual Credits that appear on student transcripts at the CC for that consortium.

	Number of articulations	Number of secondary sites	Number of post-sec. sites	Total # of credits available	Articulated (transfer) credits	Dual credits
Multimedia	59	55	11	104	45	63
ECE	93	88	16	467	96	383
ED Professions	67	55	14	555	39	522
Engin. Sciences	23	23	5	39	113	152

(vii) Credit Transfer Agreements

(A) Provide a systematic, seamless process for students to earn college credit for postsecondary courses taken in high school, transfer high school credit to any two- or four-year institution in the State that offers the POS, and transfer credit earned at a two year college to any other two- or four year institution in the State that offers the POS;

Arizona has an Articulation Task Force (established under the AZ Board of Regents and formalized by the AZ legislators) for postsecondary institutions to develop credit transfer agreements from the CCs to the University System. Under this system the CCs meet by program with all other CCs, university reps, and the ATF to establish the courses that will transfer to the universities. The AZ ATF works to establish a seamless statewide articulation and transfer system, including a process for the transfer of lower-division general education credits and curriculum requirements for majors, to assure CC students may transfer to AZ public universities with max application of earned college credits toward a baccalaureate degree. The charge given to the ATF is different from, but parallel to, the pathways followed by students who began their

studies at the university as a freshman. Through the AZ Transfer Model/System, these transfer pathways allow students to maximize their academic experience at the CCs, to incorporate CC credits or degrees efficiently into university graduation requirements, and to complete baccalaureate majors based on the minimum number of required credits. The AZ Transfer Model/System provides general, special, and exceptional pathways for transfer. The AZ Gen. Ed. Curriculum (AGEC-Liberal Arts, Business, or Science) provide a gen. ed. core for four transfer Associate degrees (AA, ABus, AS and AAEE). AGECEC-based transfer pathways are determined by major and transfer institution and will follow General Requirements (GR) or Special Requirements (SR) pathways. The Aztransfer.com system is designed to be used by students transferring within Arizona's public institutions of higher education, and by advisors and faculty, and has a variety of tools to help students plan for transfer and provides accurate information about how courses transfer, meet requirements, and apply to a degree program. The Helios Foundation AzTransfer Project is sharing and uploading their postsecondary database and programs of study data into the CTE AzCIS online system.

(B) Record college credit earned by high school students on their high school transcripts at the time the credit is earned so that they can transfer seamlessly into the college portion of the POS without the need for additional paperwork or petitioning for credit;

The AzTransfer project will allow all AZ students to plan appropriate course work to seamlessly transfer from secondary level to public postsecondary options in AZ. The online advising tool will allow students to electronically submit their POS and select needed course work.

(C) Describe the expectations and requirements for teacher and faculty qualifications, course prerequisites, postsecondary entry requirements, locations of courses, tuition reimbursement, and the credit transfer process.

Secondary teachers delivering the POS must have an AZ CTE certificate in the content area. **(See Appendix)** Secondary teachers who teach dual enrollment courses must also meet the adjunct faculty certification requirements for the CC or postsecondary institution granting the dual enrollment. Requirements vary among postsecondary institutions. In developing the POS sequence of courses postsecondary entry requirements for the content area are mapped on the POS template, as well as recommended prerequisites that would help ensure a smooth transition to postsecondary. The locations where courses in a POS are taught vary across the state, such as CCs, JTEDs and Central Sites. The programs of study proposed in this application are all taught on the high school campus. **Credit transfer process is addressed in section vii (A)**

(viii) Guidance Counseling and Career Advisement

(A) Are based on State or local guidance and counseling standards, such as the National Career Development Guidelines;

AZ Prof. School Counselors use the National American School Counselors (ASCA) model for student guidance and counseling. This model addresses the academic, personal/social and career development for all students, which leads to success in school, and preparation for leading fulfilling lives as responsible citizens of society.

(B) Ensure that guidance counselors and academic advisors have access to up-to-date information about POS offerings to aid students in their decision-making;

ADE provides to all LEAs (grades 6-12) who wish to participate, an online career and educational planning resource, the AZ Career Information System, (AzCIS). This tool has a course planning module that enables Arizona students to plan their secondary and postsecondary programs of study based upon their individualized ECAP process and the postsecondary career and educational goals they have set. Appropriate alignment and transitions from high school, CC,

technical schools or university levels of study, students, parents, and educators will better plan post high school options. Postsecondary pays a small fee to participate in AzCIS. AZ School Counselors have access to the online AzCIS planning resources which is yearly updated with wage and job information, postsecondary school information, including programs of study at all AZ postsecondary entities. Additionally, high school counselors have access to the online advising tool from ASU (<http://eadvisor.asu.edu/>), with UA and NAU to soon follow.

(C) Offer information and tools to help students learn about postsecondary education and career options, including about the prerequisites for particular POSs;

AzCIS course planner tool and the other college planning modules give all AZ users access to every AZ or US school information including POSs. Users can sort and compare the information based upon several sorting criteria options, to allow all users to make better informed decisions.

(D) Provide resources for students to identify career interests and aptitudes and to select an appropriate POS;

AzCIS system has 8 interest and aptitude assessments that can be used to help students. The new Universal Encouragements Program (EUP) is an online guidance assessment, reporting and communications system to help school counselors respond to student's career and educational needs.

(E) Provide information and resources for parents, including workshops on college and financial aid applications, on helping their children prepare for college and careers;

AzCIS online career and education planning resource offers yearly updated information on colleges, financial aid, scholarship database sort, federal financial programs, information, FASA info and online filing capabilities, a variety for ways to assess and calculate postsecondary options. Workshops, tutorials, webinars and an online training manual provide counselors and

other educators the needed information to efficiently use the AzCIS system to guide students and their parents in proper career and college decision-making

(F) Provide Web-based resources and tools for obtaining student financial assistance

See above (E). The AzCIS is an online interactive financial planning tool.

(ix) Teaching and Learning Strategies

(A) Interdisciplinary teaching teams of academic and career and technical secondary teachers or postsecondary faculty;

The project will use the AZ Math-in-CTE project strategies as a guide. These strategies include a combination of CTE/Math teacher teams attending hands-on workshops scheduled throughout the summer and school year, teacher-team collaboration at the school level and documentation through pre and post reports. The process is a curriculum integration model designed to enhance academics embedded in CTE program content.

(B) The use of contextualized work based, project-based, and problem-based learning approaches;

Work based learning is a required component of an approved CTE program. Work based Learning Guidelines have been developed. **See Appendix.** The AZ Work based Learning Resource Guide is online to assist teachers to develop strong work based learning instructional strategies. Industry partners provide assistance to POS teachers for students to participate in various work based activities such as job shadowing, internships, cooperative education laboratory/simulation and school-based enterprises, and collaborate with community-based organizations to determine potential needs in order to create lessons that apply problem-based learning approaches within the POS. Arizona has Career and Technical Student Organizations (CTSOs) that support each program. Employability, leadership and technical skills events that

require project-based activities identified to support POS course content in the CTE and academic sequences of a strong POS, and provide work-based learning activities with their competitions. **See Section C for project based learning description.**

(C) The use of teaching strategies that foster team-building, critical thinking, problem-solving, and communication skills

Web 2.0 training will be provided to POS teachers and students throughout the school year. POS Interdisciplinary teachers (including postsecondary) and students will participate in addressing real world issues with established outcomes. Activities will include collaborative work within a web-based and/or job-embedded environment examining student work, student data, study groups, coaching and peer observation. The project will work to develop team-building, critical thinking, problem-solving, and communication skills through project based teaching and learning strategies – such as the Challenge Based Learning Methodology (CBLM), developed by the national New Media Consortium, that “begins with a big idea and cascades to the following: an essential question, a challenge, guiding questions, activities, resources, determining and articulating the solution, taking action by implementing the solution, reflection, assessment, and publishing.”

(x) Technical Skills Assessment

(A) Are either third-party assessments recognized by industry or are technical skills assessments developed or approved by the State that are based on industry standards;

The ADE and ASU WEDO has developed and approved industry-validated technical standards and assessments in 50 CTE program areas. **(See Section D – Assessment System)** Spring 2010 was the second year that the Commission issued Certificates and Transcripts of Skill Attainment and they are highly valued by CTE students to add to their resume/portfolio. In some cases,

assessment items were adapted/adopted from other occupational associations that provide licenses and certifications NIMS, to include the Career and Technical Consortium of States (CTECS) occupational test item banks. This nationally recognized consortium builds their item banks from CTE member states. At the State level, after each assessment window, assessment experts lead teacher teams to conduct item analysis on the test results. The analysis includes item reliability, item validity, item difficulty and item discrimination. Item analysis teams meet annually during the summer at assessment institutes. This PD event provides hundreds of CTE instructors not only awareness of how to write good test items but also strengthens their skills in developing teaching and learning strategies. At the local school district, the CTE Online Assessment System provides immediate reports that can be disaggregated by all demographic groups, and presented in many different formats for CTE programs, high school sites and districts. **A sample of a report is included in the Appendix.**

(B) Measure student attainment of technical skill proficiencies at multiple points during a POS;

The AZ Online CTE Assessment System measures technical skill proficiencies at multiple points. Students may take the assessment twice in high school. CTE Concentrators who have completed their CTE program sequence of courses take a practice assessment when they are enrolled during their final Carnegie Unit of the CTE Program, take the assessment again as a final assessment at the end of their CTE program. The score from the final assessment is used to determine technical skill attainment for Perkins core indicators of performance. The practice and final assessment reports are available immediately to the student and their teacher. Upon passing the final assessment each student receives an AZ Skill Standards Certificate and Transcript of Skills attained. Postsecondary students generally take their State or national licensing/cert. exams

after they leave college, so participating POS districts may need to develop a midpoint proficiency assessment. Postsecondary technical skill proficiency data is currently collected in aggregate by ADE/CTE for Perkins reporting. Data for postsecondary technical skills will be reported to the developed secure POS web site by SAIS number or EduID.

(C) Incorporate, to the greatest extent possible, performance-based assessment items through which students must demonstrate the application of their knowledge and skills;

All of the secondary assessment items are linked directly to the industry-validated standards. The questions are written so that students must know how to perform the skill/task in order to answer a question correctly, and therefore are performance-based. They are annually updated to increase measurement of student learning at higher levels of thinking.

(D) Result in the awarding of secondary credit, postsecondary credit, or special designation on a student's high school diploma

CTE students earn secondary credits based on coursework completion. Upon passing designated assessments for their specific CTE program the AZSCC awards each student a Certificate and Transcript of Skill Attainment. During Spring, 2010, over 12,000 Certificates and Transcripts were awarded to CTE students. Additional opportunities for recognition are being explored. At the completion of the CC program requirements, students earn an Associate Degree.

(b) Capacity of statewide longitudinal data system

The ADE has a robust longitudinal data system. With increased statewide data management and governance requirements, the data information systems at the ADE have evolved to a longitudinal data delivery system. The Data Quality Campaign (DQC) was launched in 2005 to support state development of longitudinal data systems to help adjust policies and practices to improve student achievement. The DQC 2009-2010 survey was submitted in November 2009 by

ADE Chief Information Officer. It indicates that the ADE currently has seven out of the ten essential elements of a state longitudinal data system in place. They are as follows: **Statewide Student Identifier** (*with plans to move to EduID numbers*), **Student-Level Enrollment Data**, Student-Level Test Data, Information on Untested Students, Student-Level Graduation and Dropout Data, **Ability to Match Student-Level P-12 and Higher Education Data**, and a **State Data Audit System**.

The two primary gap areas with Arizona's data system, which will be addressed by the project during Year 1, are the following:

(iii) Student-level course completion (transcript) data;

Secondary CTE student level data is collected at the end of each school year. CTE collects SAIS numbers (individual, unique student identifiers) from districts for each CTE student, concentrators (2 Carnegie units) and completers. CTE accesses student level State scores on AIMS (Arizona Instrument to Measure Success) for Math, Reading and Writing and graduation by matching student SAIS numbers. Arizona's new data collection suite, however, will enable ADE to work to enhance data collection to include class completion codes (student transcripts). Postsecondary partners in this project will be asked to provide student-level transcript data in the courses in their POS using their student ID numbers.

(v) The ability to match student-level data with employment outcome data, using:

(A) Unemployment Insurance (UI) wage records; or (B) Documented valid and reliable alternative methods such as surveys that have, at a minimum, a 70 percent response rate;

The ADE plans to leverage and expand the new EduID for the purposes of sharing data by 2010-2011 with state public postsecondary institutions. The governance structure to expand the ability of state longitudinal data systems to link across the P-20 education pipeline and across State

agencies is in final stages of development. The capability to collect and manage data involving Arizona graduates postsecondary experience are currently in development in partnership with AZ Board of Regents. The ADE will match student-level data with employment outcome data using unemployment Insurance (UI) wage records for students enrolled in postsecondary institutions. Currently, there is no longitudinal workforce system that can integrate workforce and education data. The AZ Department of Commerce submitted a Workforce Data Quality Initiative grant proposal in July 2010. The proposal identifies a collaborative effort on behalf of workforce development and employment agencies with education entities in Arizona to implement a robust longitudinal data system that will facilitate further research, evaluation, and dissemination of information on workforce and education. While the universities operate under the AZ Board of Regents, the CCs have no such governing board. With the planning and implementation of the new EduID, Arizona universities and colleges will be able to link the new education EduID numbers with SSN used for workforce data. This will allow them to access the UI records. Due to legal limitations imposed by FERPA, linking education data with workforce data using SSN is prohibited for individuals below the age of 18 years. Linking workforce data that has SSN to the postsecondary student completion data that has both SSN and student EduID allows the possibility of linking back to ADE AZ Education Data Warehouse. This link-back approach allows the secondary to postsecondary connection to work.

Assurances: ADE/CTE will use the data collected for this project consistent with the requirements and protections contained in the Family Educational Rights and Privacy Act (FERPA). All parties agree to work within the spirit, guidance and USDOE interpretation of FERPA. The Career Pathways Program Project Specialist will also serve as a liaison between the Development and Innovation/Data Management Group and the Career Pathways team managing

POSS to work cooperatively with State data specialists and to access the student outcome data needed to meet annual evaluation and reporting requirements for the POS project. Data will include but limited to: Enrollment; Performance Measures; Assessment; Articulation and dual enrollment; Concentrator reports

(c) Local implementation plan

(1) Project LEAs and evidence of LEAs capacity to implement POSS

(4) Gap analysis for project LEAs to implement all 10 Framework Components

ADE/CTE proposes to enhance existing and develop new programs of study in three Career Cluster areas: **Education Professions, Engineering Sciences, and Multimedia Technologies**. It is the intent to work intensely with nine committed school districts and their partnering postsecondary institutions to build on the existing components of their POS and develop the components in areas that do not currently exist. This effort will be aided by existing state level partnerships that are focused on defining clear and concise career pathways that align secondary education directly with postsecondary opportunities that lead directly to industry opportunities for the state of Arizona. Partners focused on this initiative are: ADE, ASU, UA, NAU, Maricopa County CC District, AZ TEACH, First Things First, Science Foundation AZ, Center for the Future of AZ, and the AZ Skill Standards Commission. The commitment of these partnerships is evidenced by the work that is already being done and the letters of support and commitment.

Education Professions pathway K-12:

Much work has been done to establish strong secondary programs that expose high school students to the opportunities in teaching careers in both Early Childhood Education and K-12 education. Efforts have been made to align the secondary programs with CC programs and with the state universities teacher preparation programs. A statewide articulation agreement has been

established. Students participating in the Education Professions can earn up to six hours dual enrollment credit toward the CC AAEE degree, which transfers to all three state universities for the first 63 hours of credit in the BS EE degree. The project will focus on the continued development of the Education Professions POS in **Peoria USD, Phoenix Union HSD and Tuba City USD** due to their capacity to meet the 10 Framework components. (The Peoria Unified School District's Education Professions program was the model project for the CCTI pathways grant. Through this grant, policies were put into place that allowed for statewide articulation.) Each LEAs program has established strong partnerships to sustain their POSs, and they participate in and conduct PD that is high quality. Peoria has teachers who are trained trainers and conduct a portion of the state's Education Professions training. They also have well established advisory committees consisting of both business and postsecondary, who conduct annual program evaluations and make suggestions for improvement. They have an established process of analyzing the feedback with district administrators to develop an implementation plan. Each teach current technical skill standards that have been validated through the state's standards validation process described in section ii(D) . Each district's Education Professions POS offers a state approved sequence of courses that have been aligned with postsecondary courses in the AAEE degree sequence. Appropriate academic courses have been identified and mapped using the Career Cluster Program of Study Template. (**See Appendix**) Each program offers dual enrollment for high school students in the AAEE degree sequence. The proposed Education Professions POS communicate with guidance and counseling and encourage the use of the POS Template in helping students develop their ECAP. Education Professions teachers employ a variety of teaching and learning strategies. A required component is work based learning. This is accomplished through a field experience that places each student with a trained mentor teacher

onsite at a partnering school to put into practice the knowledge and skills learned. The proposed Education Professions programs participate in the AZ End of Program Technical Skills Assessment System. All programs met state Technical Skill Attainment Performance Measures.

District	Program Placement 2010	2010		Estimated Enrollment				Community College Partner	Univ. Part.	Location
		Enroll by grade		1 st	2 nd	3 rd	4 th			
Phoenix UHD/ Metro Tech HS	50% of program concentrators placed	11 th	17	18	20	20	20	Maricopa	ASU	Urban
		12 th	13	15	16	18	18	CC	NAU	
Peoria USD/ All high schools	96% of program concentrators placed	10 th	1	0	0	0	0	Maricopa	ASU	Suburban
		11 th	49	50	52	54	56	CC	NAU	
		12 th	70	48	48	48	50			
Tuba City USD/ Tuba HS	50% of Program concentrators placed	10 th	0	0	0	0	0	Coconino	NAU	Rural
		11 th	15	15	16	18	20	CC		
		12 th	16	14	14	14	16			

**All state level performance measures met or exceeded except non-traditional participation and non-traditional completion*

Early Childhood Education Pathway Birth-3rd grade

AZ State Legislature put into place legislation that heightened the focus on ECE teacher preparation programs. In response to new legislative requirements the ADE established a teacher

certification for ECE teachers and developed Early Learning Standards. CTE Education and Training has formed partnerships with ADE ECE Division, AZ First Things First, Center for the Future of AZ, Early Childhood Education Association for Supportive Childcare T.E.A.C.H Scholarship program, Maricopa CCs, ASU and NAU for the development, implementation and sustainability of POS in ECE. Work is underway to identify and align requirements for Early Education teacher preparation certifications and degrees at both the CC levels. Through a partnership with the Center for the Future of AZ a staff person is in place with the responsibility to identify all ECE certification and degrees offered at the postsecondary institutions in the state. This information is charted and used to facilitate conversations. The proposed Early Childhood programs below have **partial elements** of the 10 components in place, but considerable work needs to be done to have a strong ECE Program of Study. **The programs currently:** have partnerships focusing on developing an ECE POS; developed an approved sequence of courses; teaching the industry validated standards for ECE; have active business and industry advisory committees that participate in an annual program evaluation for program improvement; however, currently does not focus on the components of a POS; participate in PD, but do not have a strong sustainable PD plan; have some dual enrollment agreements, but they are not part of a formal POS structure; have contact with guidance counseling but it is not couched in a formal POS format that aides in education and career planning; employ teaching and learning strategies such as work based learning, CTSO activities, but does not routinely involve academic team teaching or partnering; and, participate in the end of program Technical Skills Assessment for ECE. The ECE programs, within the identified LEA's, have the capacity to implement the ten POS components as evidenced in their current program performance:

District	Program	2010	Estimated	Community	Univ.	Location
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	Placement 2010	Enroll by grade	Enrollment				College Partner	Part		
			1 st	2 nd	3 rd	4 th				
Phoenix UHD/ Metro Tech HS	68% of program concentrators placed	10 th	15	15	17	19	21	Maricopa	ASU	Urban
		11 th	41	14	13	15	18	CC	NAU	
		12 th	21	25	12	13	14			
Lake Havasu USD/Lake Havasu HS	78% of Program Concentrator s placed	10 th	27	27	25	26	27	Mohave CC	NAU	Suburban
		11 th	27	20	21	18	20			
		12 th	8	18	14	15	15			
Alchesay USD/ Alchesay HS	60% of program concentrators placed	10 th	12	15	15	17	18	Northland	NAU	Rural
		11 th	16	11	13	14	16	Pioneer CC		
		12 th	12	13	10	12	12			

Engineering Sciences

The proposed Engineering Science programs below have pieces of the 10 components in place, but considerable work needs to be done to have a strong Engineering Science Program of Study. **The programs currently:** have strong partnerships with the UA and Science Foundation AZ focusing on developing an Engineering Science POS; developed an approved sequence of courses; teaching the industry validated standards for Engineering Science; have active business and industry advisory committees that participate in an annual program evaluation for program improvement; however, currently does not focus on the components of a POS; PD strategy that involves teacher training on the alignment and delivery of instruction with UA curriculum. The

training is conducted by UA and is a requirement for all teachers in the partnership; have dual enrollment agreements directly with UA; have contact with guidance counseling but it is not couched in a formal POS format that aides in education and career planning; employ teaching and learning strategies such as work based learning, CTSO activities, but does not routinely involve academic team teaching or partnering; and, participate in the end of program Technical Skills Assessment for Engineering Sciences The Engineering Science programs, within the identified LEA's, have the capacity to implement the ten POS components as evidenced in their current program performance:

District	Program Placement 2010	2010		Estimated Enrollment				Community College Partner	Univ Part	Location
		Enroll by grade		1 st	2 nd	3 rd	4 th			
Tucson USD/ Tucson Magnet HS	76% of program concentrators placed	10 th	95	90	92	94	96	NA	UA	Urban
		11 th	56	55	45	48	50			
		12 th	38	35	40	43	45			
Marana USD/ Mt. View HS	New Program not yet reporting concentrators for placement	10 th	0	8	10	12	15	NA	UA	Suburban
		11 th	3	4	6	8	10			
		12 th	14	3	4	5	6			
To be determined										Rural

Multimedia Technologies

Multimedia Technologies content creation and delivery systems have been among those industries most transformed by technology. The entire industry is being forced to reexamine and reinvent itself at a staggering pace. A recent search of the ONET for jobs requiring Multimedia Technologies technology skills yielded 276 separate career classifications. Therefore, in collaboration with the ASU WEDO and The ASU Cronkite School one of the nation’s premier Multimedia Technologies training programs, the ADE/CTE section has established a validation committee to: assess the needs and expectations of industry in undergoing massive transformation; recommend sweeping changes in the way Multimedia Technologies skills are viewed and taught but it has also suggested that they have become essential skills; Develop performance criteria and benchmarks; and, develop and design of end of program assessments and validations that extend across broadcast, print, web, digital photography and graphic design. The Multimedia Technologies programs, within the identified LEA’s, have the capacity to implement the ten POS components as evidenced in their current program performance:

District	Program Placement 2010	2010		Estimated Enrollment				CC Partner	Univ Part	Location
		Enroll by grade		1 st	2 nd	3 rd	4 th			
Scottsdale USD/ Arcadia HS	68% of program concentrators placed	10 th	15	15	16	18	20	Eastern	ASU	Urban
		11 th	41	30	28	28	30	Arizona	NAU	
		12 th	21	20	22	24	26	CC		
Buckeye UHSD/	78% of Program	10 th	27	28	29	30	31	Eastern	NAU	Suburban
		11 th	27	26	27	28	29	Arizona		

Buckeye HS	Concentrators placed	12 th	8	25	24	26	27	CC		
Snowflake USD/ Snowflake HS	60% of program concentrators placed	10 th	26	25	26	27	28	Eastern Arizona CC	NAU	Rural
		11 th	16	21	22	23	25			
		12 th	7	9	12	13	15			

(2) Project LEAs representing urban, suburban and rural communities

See chart in (1) above and in (4) below. Rural, suburban and urban districts are represented in all proposed Programs of Study except Engineering. Arizona currently does not have an engineering program in any rural community prepared to sign a letter of commitment for this proposal.

However the project will seek to extend the Engineering POS to a rural school in Year 2.

(3) Letters of Commitment from each LEA (SEE ADDITIONAL INFORMATION)

Letters of Commitment from Peoria, Phoenix Union, and Tuba City are included with Appendix.

(5) Plan for ongoing oversight and technical assistance

The project will provide ongoing oversight and technical assistance to all project schools, as outlined in the **Management Plan**, and Appendix: **Implementation Timeline for Early**

Childhood Education, Engineering and Multimedia Programs of Study

(d) Project management

(1) Incorporation of each requirement and identification of specific and measurable objectives and tasks to accomplish each project activity

The project has established the following objectives and outcomes:

Objectives and Outcomes:

1. Increase the number of students participating and succeeding within high-quality CTE Programs of Study in Engineering, Multimedia Technologies, Education Professions and Early Childhood Education, aligned to the “10 Framework Components” in project schools;
 - a. **CTE-POS implementation:** project schools will implement high-quality CTE Programs of Study in Engineering, Multimedia Technologies, Education Professions and Early Childhood Education, aligned to the “10 Framework Components” by year 2 of the grant period;
 - b. **Secondary school completion:** project schools will identify the number and percentage of secondary students participating in the POS supported by the grant award who earn a high school diploma for each year of the grant period;
 - c. **Technical skills attainment:** project schools will identify the number and percentage of secondary students participating in the POS supported by the grant award who attain technical skills for each year of the grant period; and,
 - d. **Earned postsecondary credit during high school:** project schools will identify the number and percentage of secondary students participating in the POS supported by the grant award who earn postsecondary credit for each year of the grant period;
2. Increase the number of CTE students from project schools enrolling and succeeding in postsecondary education programs, aligned to their CTE Program of Study;
 - a. **Enrollment in postsecondary education:** project schools will identify the number and percentage of secondary students participating in the POS supported by the grant award who enroll in postsecondary education by the fall following high school graduation for each year of the grant period;

- b. **Enrollment in postsecondary education in a field or major related to the secondary POS:** project schools will identify the number and percentage of secondary students participating in the POS supported by the grant award who enroll in a postsecondary education program in a field or major related to the participant's secondary POS for each year of the grant period;
- c. **Need for developmental course work in postsecondary education:** project schools will identify the number and percentage of secondary students participating in the POS supported by the grant award that enroll in one or more postsecondary education developmental courses for each year of the grant period; and,
- d. **Postsecondary credential, certificate, or diploma attainment:** project schools will identify the number and percentage of secondary students participating in the POS supported by the grant award who attain an industry-recognized credential, certificate, or associate's degree, within two years following enrollment in postsecondary education for each year of the grant period;

Each objective includes measurable outcome performance measures, all of which have all been directly aligned to the objectives of the project and the GPRA reporting requirements of the CTE-POS grant program, and have been designed to be clearly measurable, producing relevant quantitative data.

(2) Assignment of responsibilities and timeline of project tasks

The following Management Plan has been designed to ensure the program will progress and achieve stated outcomes and outcome performance measures, and specifies defined responsibilities, timelines, and milestones.

Objective 1, *Increase the number of students participating and succeeding within high-quality*

*CTE Programs of Study in Engineering, Multimedia Technologies, Education Professions and Early Childhood Education, aligned to the “10 Framework Components” in project schools, includes **four** outcome performance measures:*

a. CTE-POS implementation: project schools will implement high-quality CTE Programs of Study in Engineering, Multimedia Technologies, Education Professions and Early Childhood Education, aligned to the “10 Framework Components” by year 2 of the grant period;

Activity	Responsibility	Timeline & Milestones
Conduct a comprehensive needs assessment of existing and archival student level and school level data regarding each POS to be implemented in each project school	Project Staff, Evaluator, Lead. & Adv. Team	Year 1 Milestone
Establish/Complete articulation agreements with post-secondary partners for each POS at each project school	Project Staff	Year 1 Milestone
Upgrade the ADE Statewide Longitudinal Data System (SLDS) to address identified gaps. CTE staff will work with ADE/IT staff during the development of the Statewide Longitudinal Data system to ensure data needs of POSs are built into the system and are feasible to access.	Project Staff, ADE IT	Year 1 Milestone
Develop (Year 1) and Implement (Year 2) state level Self-Assessment Instrument, aligned to the “10 Framework Components”, to assist in evaluating the implementation of each POS in each project school	Project Staff, ASU	Year 1 (Dev) and Ongoing (Implement) Milestone
Provide PD and technical assistance for each project school	Project Staff	Year 1

regarding the development of each POS, to fill gaps in the “10 Framework Components” based on comp. needs assess.		Milestone
Implement POSs in project schools	Project Staff, Project Schools	Year 2 MS and ongoing
Provide PD and technical assistance for each project school regarding the implementation of each POS, focused on the 10 component framework. Electronic network site will be established for small learning communities, and Program staff will conduct onsite technical assistance for every POS	Project Staff	Year 2 Milestone and ongoing
Student and school quantitative and qualitative data collected for each project school (e.g. student technical skills assessment data, self-assessment data)	Project Staff, Evaluator	Annually, July
Student quantitative and qualitative data analyzed and reported for each project school for the Annual Report, formative reports, and the final summative report to the Leadership & Advisory Team	Evaluator, Project Staff Lead. & Adv. Team	Annually/Aug. (Form.) Dec. (Ann. Rep& Sum) MS
b. Secondary school completion: Project schools will identify the number and percentage of secondary students participating in the POS supported by the grant award who earn a high school diploma for each year of the grant period;		
Activity	Responsibility	Timeline & Milestones
Student cohort data collected from project schools	Staff/Evaluator	Annually, July
c. Need for developmental course work in postsecondary education: Project schools will identify the number and percentage of secondary students participating in the POS supported		

by the grant award that enroll in one or more postsecondary education developmental courses for each year of the grant period;

Activity	Responsibility	Timeline & Milestones
Student cohort data collected from project schools	Staff/Evaluator	Annually, July

d. Earned postsecondary credit during high school: Project schools will identify the number and percentage of secondary students participating in the POS supported by the grant award who earn postsecondary credit for each year of the grant period;

Activity	Responsibility	Timeline & Milestones
Student cohort data collected from project schools	Staff/Evaluator	Annually, July

Objective 2, *Increase the number of CTE students from project schools enrolling and succeeding in postsecondary education programs, aligned to their CTE Program of Study,* includes **four** outcome performance measures:

a. Enrollment in postsecondary education: Project schools will identify the number and percentage of secondary students participating in the POS supported by the grant award who enroll in postsecondary education by the fall following high school graduation for each year of the grant period;

Activity	Responsibility	Timeline & Milestones
Student cohort data collected from project schools	Staff/Evaluator	Annually, July

b. Enrollment in postsecondary education in a field or major related to the secondary POS: Project schools will identify the number and percentage of secondary students participating in the POS supported by the grant award who enroll in a postsecondary education program in a field or major related to the participant’s secondary POS for each year of the grant period;

Activity	Responsibility	Timeline & Milestones
Student cohort data collected from project schools	Staff/Evaluator	Annually, July
<p>c. Need for developmental course work in postsecondary education: Project schools will identify the number and percentage of secondary students participating in the POS supported by the grant award that enroll in one or more postsecondary education developmental courses for each year of the grant period;</p>		
Activity	Responsibility	Timeline & Milestones
Student cohort data collected for from project school	Staff/Evaluator	Annually, July
<p>d. Postsecondary credential, certificate, or diploma attainment: Project schools will identify the number and percentage of secondary students participating in the POS supported by the grant award who attain an industry-recognized credential, certificate, or associate's degree, within two years following enrollment in postsecondary education for each year of the grant;</p>		
Activity	Responsibility	Timeline & Milestones
Student cohort data collected from project schools	Staff/Evaluator	Annually, July

(3) Professional qualifications of Project Director and key project personnel and

(4) Time commitments of Project Director, key personnel and partners

Leadership & Advisory Team (Quarterly, ongoing: *The project advisory team will meet no*

less than once per quarter, and on an ongoing basis as needed throughout the term of the

project.) This project is a collaborative effort between the ADE/CTE, project schools,

postsecondary partners, business and industry. To ensure that the project both achieves its stated

objectives and outcome performance measures, and continues to align with the strategic

objectives of all entities, the project will utilize a Leadership & Advisory Team. The team will

consist of the Project Director, and members from each major project partner. Developing public

awareness of the project and developing long-term strategies for sustainability will also be primary responsibilities. The core Leadership & Advisory Team will meet regularly to assess progress toward meeting objectives and outcomes, implementation of project activities, discuss potential improvements, and provide valuable formative performance feedback.

Project Director (.5FTE – 50%, in-kind): This position will be filled by the current Career Pathways Team Director, **Jan Brite**. See resume in **Appendix**. The duties of the director are in direct alignment with the current duties of the Career Pathways Director duties and responsibilities. Duties will include: **Planning, development, implementation and evaluation of programs of study through this project**: Direct the duties and expectations of the POS partnerships; Direct the duties and responsibilities of other state staff as they relate to POS; Ensure the processes developed by the partnerships are replicable and implementable and sustainable; Build and maintain relationships with stakeholders, policy makers and governing bodies at all levels as they relate to programs of study development and implementation; Manage the implementation of programs of study; Develop the criteria for successful outcomes of POS. **Manage budget and resources, and Complete all required reporting.** **Research Specialist (.5FTE – 50%)**: A part-time position will be created for a research specialist for the POS. This position will be a shared position with the Center for the Future of AZ Pathways Initiative. The duties of this position will include but not be limited to: Research and Compile: Information related to POS planning development and implementation nationally, Information related to postsecondary programs, current articulation agreements among institutions and dual enrollment agreements, etc., Postsecondary degree and certificate program requirements; Analyze research findings to assist with aligning secondary and postsecondary curriculum; Organize information, materials, etc. for use in curriculum alignment activities; Participate in curriculum meetings

facilitating the use of assembled information; Develop final products resulting from curriculum alignment activities **Education Program Specialist (.25 FTE – 20% x 3, in-kind)**: Each POS will have the appropriate education program specialist assigned to: Assist partnership in development of the POS; Work with business and industry partners to understand the programs of study and their value in educating a well trained workforce; Assist with the alignment of course work in the POS; Work with secondary and postsecondary entities in the facilitation and implementation of dual credit and articulation agreements that have been developed by the partnerships; Facilitate appropriate PD activities for instructors; Provide technical assistance to LEAs and programs in the specific content areas of implementing programs of study to ensure the 10 framework components of POS are addressed and quality instruction is maintained.

These duties are in direct alignment with the current responsibilities. **Professional Development**

Education Program Specialist: The Career Pathways PD Specialist will assist in: Assisting POS partnerships with identifying PD needs; Assist with development of PD plan that is sustainable and meets the National Staff Development standards; Assist with implementation of PD plan; Assist with PD evaluation; and, Assist with creation of electronic communities of practice **Postsecondary Education Program Specialist (.5FTE – 50%)**: The current ADE/CTE

Postsecondary Program Specialist position assist with the development of Perkins Basic Grant objectives for CTE programs, implementation of postsecondary performance measures and compliance and reporting requirements. The grant will add an additional 25% to the position to: Assist partnership in the development of the POS; Work with CC faculty and administration to ensure understanding of the programs of study and their value to a well trained workforce; Assist with alignment of course work in the POS; Work with CC in implementing programs of study; and, Work with secondary and postsecondary entities in the facilitation and implementation of

dual credit and articulation agreements that have been developed by the partnerships. **School Counselor Education Program Specialist (.15FTE – 15%, in-kind)**: The current ADE/CTE School Counselor Education Program Specialist position focuses on increasing the awareness of CTE programs, instructional sequence and career opportunities with high school guidance counselors and assist ADE with the implementation of ECAPs. This position will: Assist in educating school counselors in regards to programs of study; Assist in educating school counselors in regards to programs of study template and the need to incorporate it into student ECAPs; Raise awareness of dual credit opportunities; Development strategies for facilitating communication between school counseling staff and CTE staff; and, Facilitate PD opportunities that will help counselors understand programs of study and their value in assisting students with education and career planning. **Program Project Specialist (.25FTE – 25%, in-kind)**: The Career Pathways Program Project Specialist will serve as a liaison between the Development and Innovation/Data Management Group and the Career Pathways team managing programs of study to work cooperatively with State data specialists and to access the student outcome data needed to meet annual evaluation and reporting requirements for the POS project. Data will include but limited to: Enrollment; Performance Measures; Assessment; Articulation and dual enrollment; and, Concentrator reports. **Administrative Assistant III (.5FTE – 50%)**: It is the intent of this proposal to use grant resources for a half- time Administrative Assistant to assist with: Data management; Grant reporting; Grant tracking; Fiscal management support; Meeting preparations; Communications with participants; and, Record keeping.

(e) Adequacy of resources

(1) Adequacy of support by participating agencies and institutions

Arizona has two state level funding sources for CTE, the State Block grant and Joint Technological Education District funds. Districts can allocate both sources of this funding to support CTE activities for program development and PD. Programs of Study is a focus for all CTE programs, and therefore, represent an acceptable expenditure for both funding sources. Additionally, ADE/CTE non-federal funds will be used to provide a robust level of in-kind support for project staff, activities and facilities. The project will also seek to leverage existing strong partnerships with ASU, UA, NAU, and CCs to provide facilities for PD and technical assistance meetings, as an example, with little or no cost to ADE/CTE

(2) Appropriateness of budget and reasonableness of costs

All costs are appropriate and reasonable in relation to the size and scope of the project. Please see the **Budget Narrative** for a detailed description of project costs.

f) Evaluation

(1) Evaluation of constancy of implementation of POSs in each LEA

(2) Evaluation of effectiveness of 10 Framework components in each LEA

The ADE will engage in a two-fold evaluation process of the project to evaluate the constancy of implementation of POSs, and the effectiveness of the implementation of each of the 10 Framework Components, for each Program of Study, in each project school through incorporating both a process and performance evaluation. The project will evaluate the **process** of the project through closely monitoring progress toward meeting project benchmarks, as defined in the Management Plan. Assisting in these efforts will be the project Leadership & Advisory Team. Second, the project will measure the **performance** of the project annually, through collecting and reporting data for each of the project's outcome performance measures through the Annual Report process. All outcome performance measures have all been directly

aligned to the objectives of the project, and the GPRA reporting requirements of the grant program, and have been designed to be clearly measurable, producing relevant quantitative data.

The evaluation will be both **formative** and **summative** in nature. Formative evaluation data will rely on quantitative and qualitative data to assess implementation of POS in participating LEAs, with a particular focus on the effectiveness of each of the 10 Framework components. The formative evaluation will provide feedback to project staff and participants on an ongoing basis throughout the project so as to promote effective implementation. The summative evaluation will focus on gathering and analyzing data pertaining to the impact(s) of POS on key student outcomes including, but not limited to each of the seven performance measures to be reported on annually as part of this grant:

1. **Secondary school completion.** The percentage of secondary students participating in the POS supported by the grant award who earn a high school diploma. *(Data collection already in place by matching CTE student SAIS number to State Graduation SAIS database)*
2. **Technical skills attainment.** The percentage of secondary students participating in the POS supported by the grant award who attain technical skills. *(Data is obtained by matching SAIS numbers submitted by the district to the SAIS number in the CTE Online Assessment System)*
3. **Earned postsecondary credit during high school.** The percentage of secondary students participating in the POS supported by the grant award who earn postsecondary credit. *(Project website will collect student data under the Credit Transfer Component category)*
4. **Enrollment in postsecondary education.** The percentage of secondary students participating in the POS supported by the grant award who enroll in postsecondary education by the fall following high school graduation. *(SAIS numbers and the new EduID number will link secondary data with data available at the designated postsecondary institutions)*

5. **Enrollment in postsecondary education in a field or major related to the secondary POS.** The percentage of secondary students participating in the POS supported by the grant award who enroll in a postsecondary education program in a field or major related to the participant's secondary POS. *(Project website will collect student data under the Credit Transfer Component category)*
6. **Need for developmental course work in postsecondary education.** The percentage of secondary students participating in the POS supported by the grant award who enroll in one or more postsecondary education developmental courses. *(Data for existing Perkins Tech Prep measure has been collected by Tech Prep. It will be obtained by the SAIS number or EduID match)*
7. **Postsecondary credential, certificate, or diploma attainment.** The percentage of secondary students participating in the POS supported by the grant award who attain an industry recognized credential, certificate, or associate's degree, within two years following enrollment in postsecondary education. *(Data matched by SAIS or EduID from secondary postsecondary and also reported aggregately in Tech Prep data for the CAR)*

The methods that will be used to collect data: Student Level Data: AZ's Statewide

Longitudinal Data System, School Reporting; **School Level Data:** Monitoring Processes (led by project staff), Surveys, Focus Groups; **Program Data:** ADE/CTE data collection processes.

The instruments that will be developed and when: Instruments for evaluation that will be developed for the project will include focus group questions and survey questions (for both electronic and traditional surveys). Both will be developed in Year 1 (Spring 2011). The project will also develop and validate a self-assessment tool aligned to the 10 Framework Components

to assist in evaluating the effectiveness of developed POSs, as well as refine existing student technical skills assessments.

How the data will be analyzed: A mixed-methods approach will be utilized – engaging in both comparative analysis and absolute performance of project schools. **Comparison** – project Schools vs. project Schools, project Schools vs. Non- project District Schools Serving Similar Student Demographics, and project schools vs. Charter Schools Serving Similar Student Demographics. **Absolute** – Reporting on project outcome measures and the CTE-POS Government Performance and Results Act of 1993 (GPRA) performance measures (number and percent – to report growth). Arizona has a robust state longitudinal data system that allows for matching of students as they go from secondary to postsecondary education. Data for students that enroll in postsecondary and later enter employment can be matched with UI Wage Records if they are over 18. Secondary and postsecondary enrollment data is available as well as information on subsequent performance in higher education. Arizona also has valid and reliable technical skill assessments that are aligned to rigorous CTE competencies and which are sensitive to measuring change in student skills and knowledge levels. The availability of such data will make it possible for evaluators to conduct robust statistical analyses that will address a variety of evaluation questions, including but not limited to the following: What factors contribute to effective implementation of Programs of Study? How can POS best be implemented so as to enhance the likelihood that they will produce the intended effects? What “best practices” exist in regards to successful implementation of POS? What effect(s) do POS have on students in terms of technical skill attainment, postsecondary enrollment and performance, and school completion? How do such effect(s) vary as a function of various student, school, and POS characteristics? Do student outcomes differ for students participating in

POS as compared to those not participating in such programs? (Propensity scoring matching techniques and/or the use of covariates may be used to address the issue of initial equivalence of POS and non-POS students prior to making comparisons on key student outcomes.)

When reports of results and outcomes will be available: Reports of results and outcomes will be available and reported annually through the required Annual Report and GRPA reporting requirements for the grant. Additionally, formative data will be prepared by the project evaluator and project staff, and reviewed quarterly during meetings of the Leadership & Advisory Team to guide how the project may make ongoing adjustments and improvements in achieving all objectives and performance outcome measures.

How the project will use the evaluation to monitor progress and to provide information regarding successes and effective strategies for replication in other settings: The Leadership & Advisory Team, in coordination with project staff, will review both **quarterly** and **annual** reports to provide valuable formative feedback regarding the progress of the grant toward meeting grant objectives and outcome performance measures. Additionally, project staff and the Leadership & Advisory Team will review the success of each project school annually, identify all project strategies, challenges, and practices shown to be effective, and include them within the ADE/CTE website.

(3) Background and expertise of evaluators

The team assembled for this project represents a range of skills and experience particularly appropriate to a project of this nature. CVs and bios are attached for the project's principal investigators. **Dr. Mariam Azin**, President of PRES Associates, holds a Ph.D. in Applied Social Psychology from the Claremont Graduate School. She will oversee all aspects of this evaluation, including but not limited to: working closely with key stakeholders, developing instruments,

conducting statistical analyses utilizing data sources available from the State Longitudinal Data System, and dissemination of evaluation results. She has served as principal investigator of the McREL Technology Initiative, served as co-principal investigator on the North and South Dakota Reading First grants and has experience conducting experimental and quasi-experimental studies designed to ascertain the effects of educational curricula and interventions.

Miriam Resendez, Director of Research & Evaluation for PRES Associates, will assist Dr. Azin with all design, administrative, management, and data collection/extraction components associated with this project including: instrument development, data collection, data analysis and report writing. Miriam has served as a principal investigator or senior researcher on numerous large-scale, complex evaluation studies involving diverse target populations and multiple agencies and stakeholders, to include the evaluation of California's class-size reduction program and national evaluations of various math, science, and reading curricula.

Commitment to participate in Department's Evaluation Design Meeting

The project is committed to participating in the US Department of Education's Evaluation Design Meeting, and to adjusting the proposed evaluation design based on the feedback and input resulting from this meeting, and the ongoing partnership regarding the project with the Department. Project staff and the evaluation team will also attend the POS Evaluation Design meeting in Washington D.C. and will work closely with OVAE to develop and submit evaluation measures that can be used as part of any national evaluation of this initiative.

Project Narrative

RESUMES

Attachment 1:

Title: **Resumes** Pages: **23** Uploaded File: **Resumes.pdf**

Janet Lee Brite
7920 W. Charter Oak Road
Peoria, Arizona 85381
623-217-8302

Qualification Summary

- Certified in Career and Technical Education
 - Experienced program director
 - Experienced in developing secondary programs for state wide implementation
 - Experience in federal grant management and implementation
 - Experienced as a State Supervisor for Education Professions
 - Experienced as a State Supervisor for Family and Consumer Sciences Education
 - Experienced as a State Advisor for the Vocational Student Organization STRIVE (affiliated nationally with FHA/HERO)
 - Experienced in local school program development and implementation
 - Experienced secondary classroom teacher
 - Experienced in directing a state accredited program for training child care workers
 - Experienced as an educational coordinator/program administrator for an alternative education program
 - Coordinated, implemented and supervised an academic and vocational adult education program
 - Experienced working with various community agencies and state and federal aid programs
 - Demonstrated ability to work independently and with multidisciplinary teams
-

Education

Bachelor of Science, 1979
Secondary Education
Home Economics Education
Eastern Kentucky University
Richmond, Kentucky

Graduate Studies: Early Childhood Development, 1984
Old Dominion University
Norfolk, VA

Health Education, Addictive Behaviors, 1993
Idaho State University
Pocatello, Idaho

Math-In-CTE Integration, 2010
Colorado State University

Professional Experience

Arizona Department of Education
Career and Technical Education
Phoenix, Arizona

March 2006– Present
State Education Director,
Career Pathways

- Program Director, Career Pathways Career and Technical Education
- Manage State Supervisor staff and support staff for Career and Technical Education programs
- Oversee the development and implementation of Career and Technical Education programs for Arizona public high schools
- Oversee approval process for Career and Technical Education programs funded under the Carl Perkins Career and Technical Act of 2006
- Oversee approval process for Career and Technical Education programs funded through state Joint Technological Education Districts
- Oversee statewide professional development opportunities for Career and Technical Education Programs

- Direct state staff technical assistance strategies for program approval and improvement for Career and Technical Education programs
- Develop statewide partnerships with business and industry and postsecondary institutions
- Oversee the development of Career and Technical Education programs of study

**Arizona Department of Education
Career and Technical Education
Phoenix, Arizona**

**October 2000– March 2006
Program Specialist
State Supervisor,
Education Professions
State Director, Service Learning**

- Program Specialist for Federal Vocational Programs in the Career and Technical Education Division
- Provide technical assistance to school districts for the development and operation of quality Career and Technical Education programs and compliance with the guidelines of Carl D. Perkins Vocational and Technical Education Grant
- Developed the Education Professions Career and Technical Education Program
- Aligned Education Professions with Future Educators of America to serve as the required CTSO for the program
- State Director for Service Learning programs
- Managed Learn and Serve America grant
- Oversee competitive grant process for Learn and Serve America
- Provide technical assistance for the development and operation of quality service learning programs and administer Learn and Serve America funds

**Arizona Department of Education
Career and Technical Education
Phoenix, Arizona**

**February 1996 - October 2000
State Supervisor,
Family and Consumer Sciences
Education**

- State Supervisor for Family and Consumer Sciences Education from August 1997-October 2000
- Supervise and provide technical assistance to the Family and Consumer Sciences Education Programs in Arizona Coordinate professional development opportunities for Family and Consumer Sciences educators
- Build partnerships with business and industry and other educational and community entities to promote and support Family and Consumer Sciences Education
- State Advisor for the Vocational Student Organization STRIVE from February 1996-August 1997

**Gila River Indian Community
Sacaton, Arizona**

**September 1995 - February 1996
Program Manager**

- Worked with out of school youth and adult population to address educational and employment needs of community members
- Coordinate adult education program
- Utilized available community programs (JTPA, JOBS etc.) to obtain job skills training and placement for students
- Coordinated business and industry and community partnerships

**Easter Seals Society
Idaho Falls, Idaho**

**October 1993 -February 1994
Program Manager**

- Worked with physically, emotionally, and mentally challenged state vocational rehabilitation clients for job skills development and placement
- Worked with available community programs (JTPA, CBWE, CBWA, JOBS etc.) to place clients
- Utilized available community programs (JTPA, CBWE, CBWA, community colleges, adult education etc.) to obtain job skills training for clients

**Newport News Public Schools
L.I.F.E. Skills Program
Newport News, VA**

**September 1990 to July 1993
Educational Coordinator
Program Administrator**

- Developed and administered the L.I.F.E. Skills Program, a Family Support Educational Project
- Developed the L.I.F.E. Skills Program curriculum, program administrative procedures, forms, reports and evaluation methodology
- Supervised academic staff, vocational teachers, coordinators, and tutors
- Screened, interviewed and recommended candidates for staff positions
- Counseled students regarding career and personal goals
- Coordinated services between Social Services programs, community and school district
- Utilized available resources (JTPA, JOBS, community colleges, trade and technical schools etc.) to obtain job skills training and placement for students
- Evaluated incoming students for proper placement (adult basic education, GED, traditional high school track)

**Newport News Public Schools
Deer Park Vocational Magnet Schools
Newport News, Virginia**

**August 1982 to November 1984
Occupational Childcare Teacher
Occupational Child Care Co-op
Coordinator**

- Taught Occupational Child Care
- Operated onsite Child Care Lab experience for beginning students
- Worked with business and industry, advisory boards, and community organizations to build partnerships to support Occupational Home Economics Education Programs
- Worked with business and industry, and advisory boards to develop relevant curriculum and keep updated in accordance with industry expectations
- Work with counseling staff of four high schools to insure proper program placement of occupational students
- Coordinated employment of students by local child care facilities for advanced students
- Performed onsite evaluations of students' work performance at local child care facilities
- Utilized available programs to aid in student training and job placement (JTPA, TJTC, OJT etc.)
- Coordinated post graduate follow up effort to track student progress after graduation
- Advised HERO chapter

**School District #91
Skyline High School
Idaho Falls, Idaho**

**August 1979 to June 1982
Secondary Education Teacher
Community Education Instructor**

- Taught all areas of vocational home economics (Home Economics I, II and III, Adult Living, Nutrition, Food Planning and Preparation, Clothing Selection and Construction, Child Development, Housing and Interior Design)
- Diversity and quality of courses taught resulted in the removal of probationary status and re-accreditation of the vocational home economics program
- Performed all department administrative task, budget setting and monitoring, equipment and consumable supply inventory, required reporting to district and state, and a variety of other department chair task as assigned
- Organized and directed a student-run child care program each spring: coordinated community participation
- Advisor for the FHA/HERO chapter
- Supervised the cheerleading squad
- Advisor for the rodeo club
- Taught tailoring and interior design for the adult community education program

**Eastern Kentucky University
Richmond, Kentucky**

August 1976 to July 1979

- | | | |
|----------------------|---------------------------------|---------------------------|
| ▪ Dormitory Hostess | Office of the Dean of Women | 8/78 and 5/79-7/79 |
| ▪ Tutor/Counselor | Upward Bound Program | 6/77-7/77 and 6/78-7/78 |
| ▪ Student Worker | Office of Undergraduate Studies | 10/77-5/78 and 8/78-12/78 |
| ▪ Resident Assistant | Office of the Dean of Women | 8/76-5/77 and 8/77-1/78 |

Professional Organizations and Boards

- Governor's Commission on National and Community Service
- State Education Agency Network (SEANET)
- Arizona Tourism Alliance
- Education Committee for Arizona Hotel/Motel Association
- Advisory Board for Arizona Restaurant Association
- Maricopa County School To Work Tourism and Experience Executive Board
- Family and Consumer Sciences Educators (FACS Ed.)
- Arizona Association of Family and Consumer Sciences (AzAFCS)
- National Association of State Administrators for Family and Consumer Sciences (NASAFACS)
- Arizona Association of Career and Technical Education
- National Association of Career and Technical Education
- Arizona Skill Standards Commission

Honors and Awards

- ACTEaz Meritorious Service Award 2009
- League of Innovation
Program Innovation of the Year 2005-2006
- AAFCS Secondary Education Award 2001
- Arizona Hotel and Lodging Association
Hospitality Educator Hall of Fame 2001
- ARA Educator of the Year 1999

References furnished upon request

Stephanie A. Hahn

1173 W. Page Avenue

Gilbert, Arizona 85233

sahahn@cox.net

H-(480)497-2510 C-(480)734-6909

Objective

Seeking participation in the Financial Education for College Access and Success Program

Education

University of Phoenix, Phoenix, AZ

Master of Arts in Education/Curriculum and Instruction – 3.94 GPA, 2006-2007

Rio Salado College, Phoenix, AZ

Structured English Immersion – 15 credit hours, 2006

Phoenix College, Phoenix, AZ

Completed coursework for Career and Technical Education Certification – 2005

University of Phoenix, Phoenix, AZ

Teaching Certification – 3.8 GPA, 2001-2004

Siena Heights University, Adrian, MI

Bachelor of Arts, Community Service – 3.6 GPA, 1997-1998

University of Michigan, Flint, MI

Pursued Accounting, 1995-1997

Mott Community College, Flint, MI

Associate of Applied Science, Child Development– 3.4 GPA, 1991-1995

Relevant Experience

Arizona Department of Education, Phoenix, Arizona

Education Program Specialist (7/2007-Present): Responsible for managing the Learn and Serve America grant and the Career and Technical Education Early Childhood Education and Education Profession programs. This work includes supporting FCCLA and FEA CTSO activities, serving on the Governor's Commission on Service and Volunteerism, the Arizona National Service Inclusion Work Team, and as a Board member of the State Education Agency Network (SEANet)

Queen Creek High School, Queen Creek, Arizona

FACS Teacher (7/2005-7/2007): Responsible for teaching Foods, Life Connections and Education Professions I and II programs, Sponsor the Future Educators Association (FEA) club, Represent QCHS as a program coordinator for East Valley Tech Prep Consortium, Lead Family, Career and Community Leaders of America (FCCLA) club activities

Mesquite High School, Gilbert, Arizona

Student Teacher (8/2004-12/2004): Plan lessons and assist in teaching Child Development, Teacher Preparation and TOYBOX (pre school program held on campus). Participated in FEA and FCCLA club activities.

Simplified Employment Services, Tempe, AZ

Lead Payroll Processor (1998-2001): Maintained accurate client and employee records, processed payroll checks, provided customer service in person, by telephone and via e-mail, Trained new payroll processors

Other Experience

The Good Egg, Mesa, AZ

Server (2003-2005): Prepared accurate food and beverage orders in a timely fashion, greeted and seated customers, collected payments at register and fulfilled other duties as assigned.

Gilbert High School, Gilbert, Arizona

Distributive Education Clubs of America (DECA) Chaperone (2003-2005): Chaperoned for the DECA Fall Conference in Phoenix, the DECA Career Development Conference in Tucson, and the DECA Winter Conference in Mesa.

Additional Information

Volunteer: Arizonan's for Children (2009-present): Teach healthy cooking classes to teens living in foster care, some with children of their own

Member: Governor's Commission on Service and Volunteerism, Arizona National Service Inclusion Work Team, State Education Agency Network (SEANet) Board, Family and Consumer Science Education (FACS Ed)-AZ, AZ Career and Technical Education Association, Family, Career and Community Leaders of America, and Future Educators Association

Professional Development Activities:

2007	Early Childhood Education Workshop
2007	Accelerated Learning: Training design
2007	Pinal County Educator's Conference: Making a Difference
2007	Infant Brain Development: Bright from the Start Part 1
2008	Infant Brain Development: Bright from the Start part 2
2008	Launching Career Exploration
2008	ACTE AZ 2008 Mid Winter Leadership Conference
2008	FACS Ed Winter Conference
2008	ADE ECE 2008 Early learning Institute
2008	ADE 2008 Discipline Initiative Institute
2008	FACS Ed Area H Meeting
2009	Rio Salado Continuing education Award
2009	Mind in the Making training
2009	Classroom Management: Prevention & Intervention
2009	SPDG Goal 1 Partnership Training
2009	ADE ECE 2009 Early Learning Institute
2010	National Conference on Volunteering & Service (Presenter)
2007-2010	ACTE AZ Summer Conference (Plan and present at several sessions)
2007-2009	Learn & Serve America Grantee Training (Presenter in 2009)
2008-2010	Governor's Annual National & Community Service Conference

Tracy J Rexroat

1535 W. Jefferson St., Phoenix, AZ 85004

Phone 602-364-0322

email Tracy.Rexroat@azed.gov

Education

MS	School Counseling/ Mental Health	IUPUI	8/2004
MAT	Technology Education	Minnesota State	8/1996
BS	Technology Education	Minnesota State	8/1988
BS	Mechanical Technology	USD/Springfield	8/1984
AAS	Psychology	USD/Springfield	8/1984
AAS	Diesel Technology	USD/Springfield	8/1982

Objective

Grant Writing

Work Experience

06/19/2007 to present Department of Education AZ
Career and Technical Education-State Supervisor
Manage secondary education programs in Manufacturing, Engineering, Information Technology and Graphic Communications.
Act as liaison between education programs, colleges and industry
Organize professional development with newest industry updates

07/19/2004-6/6/2007 Family and Social Services IN
Vocational Rehabilitation Counselor
Guidance counseling and assessment for people with disabilities

05/10/2003- 8/15/04 Juvenile Corrections IN
School/Mental Health intern
Counseling juvenile offenders; Anger management and drug addictions

01/2002- 12/2004 Army National Guard IN
Mental Health/ Supervision
Platoon leader to soldiers returning from Afghanistan-deploying to Iraq

03/1981-2001 Air National Guard-Reserve
Aerospace Equipment Inspection and Repair
Supervisor and Trainer for inspection-repair of flight line equipment.
Global missions; Volant oak Panama, Desert Shield, Desert Storm.

01/1993-2003 Ford Motor Co. IN
Production and Manufacturing
Assembly production, machining, inspection of automotive parts
Inspection, testing, TQM and lean manufacturing under QS 9001

1988-1991 Boone Co. Schools WV
Teacher- Technology Education
Concepts in Production, Manufacturing, Construction, Communication

Candidate Profile - Jason Wojcik

Resume Text

JASON WOJCIK

32215 N. 168th Ave Surprise, AZ 853874 602-620-2758

PROFILE

Dedicated, hard worker looking to further my career in the building industry.
Able to thrive in a fast paced and changing environment.
Strong management and leadership abilities.
Fast learner and can work independently.
Team player and great customer service skills.

EXPERIENCE

COMMUNITY MANAGER 2006-PRESENT

Planned Development Services Peoria, AZ

Employ and oversee contracts for service of security, maintenance, grounds keeping and other third party vendors.
Prepares annual budget
Coordinate and plan community events
Return all voicemail and email within 48 hours
Inspections of communities related to CC&R s.

OWNER 2004-PRESENT

JC Desert Homes - Home Inspections Surprise, AZ

Provide inspections on residential and commercial structures.
Own, operate and market a small business.

PROJECT MANAGER FEB 06-MAY 06

Arizona Land Managers/Princeton Resorts Phoenix, AZ

Over seen the construction of Phases 2A & 2B of Cibola Vista Resort
Administered the bid process
Scheduled inspections with city and state officials
Worked with Contractors, Engineers and Architects

TEACHER - BUILDING TRADES 2001-2005

Agua Fria Union High School District Avondale, AZ

Direct and oversee students taking construction and architecture classes to achieve competencies per state mandate.
Administer annual classroom budget of \$250,000.
Maintain a safe working environment in the woodworking and welding facility.
Project Manager for various construction projects in the district.
Design conceptual drawings for the district.

ENGINEERING MANAGER 1998-2001

Cavco/Centex Homes Phoenix, AZ

Managed the engineering department in day to day operations.
Worked with developers and design for upcoming projects.
Developed new construction practices through research and development.

REGIONAL SERVICE MANAGER 1997-1998

Cavco/Centex Homes Goodyear, AZ

Managed 25 service representatives including contractors and in house employees in 6 western states.
Insured customer satisfaction on completed warrantee work.
Reviewed and approved work orders and invoices.

DRAFTSMAN 1994-1997

Schult Homes Buckeye, AZ

Redesigned modular homes to customize client needs.
Reviewed and repaired issues dealing with production problems.

PHONE TECHNICIAN 1992-1994

ACS Dataline Phoenix, AZ

Installed various telecommunication and alarm systems.
Completed work orders involving repairs, trouble shooting, additions, moves and changes.

EDUCATION

PROFESSIONAL HOME INSPECTOR 2004

Arizona Suntech Phoenix, AZ

PROFESSIONAL GROWTH CLASSES 2001-2005

University of Phoenix, Glendale Comm. College Phoenix, AZ

DEGREE - ARCHITECTURE 1992-1994

Arizona Architectural Institute Phoenix, AZ

GENERAL STUDIES 1990-1992

Glendale Community College Glendale, AZ

SKILLS

AutoCAD

Argos

Building Codes

PowerPoint

Clean Lab Techniques

Welding/Soldering

Metal Fabrication

Description of the Evaluation Team

The team assembled for this project represents a range of skills and experience particularly appropriate to a project of this nature. CVs and biographical sketches are included for the principal investigators on this project.

Dr. Mariam Azin, President of PRES Associates, holds a Ph.D. in Applied Social Psychology from the Claremont Graduate School. She will oversee all aspects of this evaluation, including but not limited to: working closely with key stakeholders, developing instruments, conducting statistical analyses utilizing data sources available from the State Longitudinal Data System, and dissemination of evaluation results. Mariam has over twenty years of work experience in the field of research and evaluation and has expertise in conducting evaluations across the areas of education, social services, health and criminal justice. In the area of education, she has been principal investigator on several local, statewide, and national evaluation efforts related to career and technical education; curriculum and instruction; at-risk learners; school climate; educational technology; literacy, math and science; and professional development. In addition, Dr. Azin has fifteen years of experience with designing and implementing efficacy studies and data collection systems for federally funded Carl D. Perkins career and technical education programs, including development and psychometric analyses of state technical skill assessments. Dr. Azin is currently serving as a joint principal investigator on two federal Safe Schools/Healthy Students evaluations, consisting of multi-agency initiatives (health, education, criminal justice) designed to provide services to at-risk youth and their families. As a Senior Researcher at Riverside County Department of Mental Health in Riverside, CA, Dr. Azin was the principal investigator on a longitudinal study examining patterns of service utilization and contact among dual diagnosis patients (individuals with both mental health and substance abuse issues) across the mental health and law enforcement agencies. Dr. Azin was awarded a fellowship by the Bureau of Justice Statistics to conduct research on the relationship between sentencing patterns and composition of prison populations. Dr. Azin has served as principal investigator of the McREL Technology Initiative, a multi-state initiative to promote technology integration. Dr. Azin has also served as co-principal investigator on the North Dakota and South Dakota Reading First grants and has several years of experience conducting experimental and quasi-experimental studies designed to ascertain the effects of educational curricula and interventions. She has particular expertise in the areas of quantitative and qualitative research methods, advanced statistical analyses; survey development; group facilitation; assessment and measurement; design of electronic data collection systems; and large-scale, multi-site data collection.

Miriam Resendez, Director of Research & Evaluation for PRES Associates, will assist Dr. Mariam Azin with all design, administrative, management, and data collection/extraction components associated with this project including, but not limited to: instrument development, data collection, data analysis and report writing. As a bicultural and bilingual (Spanish) researcher who currently resides within a rural, border community in Arizona with a large population of Hispanics and Native Americans, she is keenly aware of the unique issues affecting many diverse communities. Miriam has served as a principal investigator or senior researcher on numerous large-scale, complex evaluation studies involving diverse target populations and multiple agencies and stakeholders. She has over eight years of experience in evaluation research and possesses expertise in database development and management,

quantitative/qualitative data analysis, interviewing (including the use of culturally sensitive and competent interviewing techniques), large-scale multi-site data collection methods, and project management. Miriam has extensive experience doing research within multiple sectors, including non-profit, government (at all levels), and for-profit, and in multiple areas, such as education, mental health services, substance abuse, and health services. She currently serves as the Co-Principal Investigator on two Safe Schools/Healthy Students grants and has assisted the project team with everything from refining the logic model to working with partnering agencies for the collection of project data to working with grant federal evaluators and officers on the unique elements of this grant. Other relevant research and evaluation experience that Miriam includes serving as the Research Director for Riverside County Children's Mental Health Department in Riverside County, California. In this capacity, she evaluated all aspects of the department's programs (including inpatient and outpatient treatment services) and served as the main research liaison for California's Comprehensive Mental Health System Evaluation. She has also been involved in the evaluation of several initiatives undertaken by United Way of Santa Barbara County targeting the well-being of youth and their families, including: (1) Fun in the Sun program, a summer enrichment program for at-risk youth; (2) Power of Partnership Initiative, which involves developing a strategic, comprehensive community-wide plan to address the needs of local youth, families, and seniors and evaluating the success of this 10-year initiative; (3) Pre-K Summer Institute for low-income preschoolers; and (4) Youth Partnership Initiative designed to improve upon the assets (positive behaviors and attitudes) among youth. She also served as a researcher in a needs assessment study for alcohol and substance abuse treatment of the Latino community in the greater Los Angeles area. Her project management experience includes overseeing the daily activities of a \$1.5 million research grant from the National Institute of Mental Health for a joint study conducted by the University of California, Riverside and Arizona State University. Other evaluation work includes the evaluation of California's class-size reduction program and national evaluations of various math, science, and reading curricula in the elementary, middle, and high school levels. Miriam holds a Masters degree in General Experimental Psychology from California State University San Bernardino and has completed all of her coursework for a doctorate in Applied Social Psychology from the Claremont Graduate University.

Organizational Capacity

Planning, Research & Evaluation Services (PRES) Associates, Inc. is a minority, woman-owned business with offices in Arizona, Wyoming and Utah. Started in 1999 by Dr. Mariam Azin, PRES Associates provides a full range of evaluation and research services related to: strategic planning, program planning and logic model development, research and evaluation design, policy studies, needs assessments, survey design, data collection, statistical analyses, report preparation, and presentations tailored to all types of audiences. In addition to a core staff of six professionals, PRES Associates maintains a coordinated network of experienced independent consultants and has close affiliations with several major research centers and universities across the United States.

PRES Associates has extensive content expertise in the areas of career and technical education, curriculum and instruction, professional development, at-risk youth, community-based programs, education, mental health and criminal justice. PRES Associates regularly works with a wide range of clients and stakeholders from federal, state and local educational and government agencies; foundations; non-profit and community organizations; and the private sector¹.

The following provides examples of recent and relevant projects conducted by the team at PRES Associates.

- ◆ **Design and management of a statewide data collection system on career and technical education programs in Wyoming (1994-Present).** For several years, PRES Associates has assisted the state of Wyoming in meeting all local, state, and federal reporting requirements associated with the Carl D. Perkins Act, the main source of federal funding for career and technical education in Wyoming. As part of this project, PRES Associates has developed online statewide data collection and reporting systems and has worked closely with local, state, and federal stakeholders to determine what information needs to be collected and reported.
- ◆ **Facilitation, Development, and Psychometric Analyses of a Statewide CTE technical skill assessment system.** PRES Associates has worked closely with the Wyoming Department of Education and key stakeholders throughout Wyoming and the United States to develop and implement state CTE assessments. This included working with key stakeholders to identify competencies, develop assessment blueprints, identify and/or develop CTE assessments, piloting and psychometric analyses on assessments, and establishment of performance benchmarks on assessments.
- ◆ **Evaluation of the Central Region, Eisenhower Regional Mathematics and Science Consortia (ERC, 2006).** This evaluation collected local data in support of mathematics and science education teacher training and development. Local evaluators also

¹ Some recent and current clients include: WY Department of Education, MN Department of Education, United Way of Santa Barbara, Pearson Education, McREL, Houghton-Mifflin Educational Publishers, Whitney Foundation of Sheridan, The Keystone Institute, and Harcourt Education.

collaborated with evaluators in all regions of the country as part of the national evaluation to collect and monitor the ERC program.

- ◆ **Evaluation of Two Federal Safe Schools Healthy Students Initiatives: (2009-Present).** These federally funded projects consists of a coordinated set of community services that represent collaborative efforts between local public schools, mental health agencies, law enforcement and juvenile justice agencies. PRES Associates is the principal evaluator for two of these 4-year projects. In this capacity, PRES has worked closely with project directors, the Core Management Teams, and key stakeholders to: a) develop and refine a program logic model; b) create an evaluation plan; c) put in necessary MOAs and data collection and tracking mechanisms to monitor service delivery and produce the data necessary for federal GPRA indicators and other process and outcome measures; d) interact and communicate with the federal program officer and technical assistance liaison on an ongoing basis on programmatic and evaluation issues²; e) work with the SSSH National Evaluation Team (NET) to facilitate national data collection efforts; and f) produce local and federal written reports for accountability purposes and to communicate formative and summative evaluation findings to key stakeholders for purposes of informing ongoing program delivery and implementation.
- ◆ **University of California Riverside/Arizona State University Joint Project on Youth and Families (2002-2003).** This 5-year study examined the social, emotional, and psychological factors that impact youth in intact Hispanic and Caucasian families (non-divorced parents) and those living with a stepparent. In addition, a particular focus of this study was on familial interactions, including communication styles and strategies between (step)parents and their children, and how this affects the mental health and social functioning of the individual family members. Families were tracked over the course of the study, completed numerous surveys on a semi-annual basis, and participated in extensive interviews. Miriam Resendez served as the project manager for this study.
- ◆ **Studies of High Performing High-Needs High Schools and Elementary Schools (2006-2007).** This federally funded project identified components such as safe and orderly climate, parent involvement, and leadership of successful high-needs high schools using national data from the U.S. Department of Education's School and Staffing Survey. Mean differences on these components showed significant and meaningful differences between high- and low- performing high-needs high schools. Further, a study at the elementary level was conducted to expand the research base available to educators to guide their efforts to improve student achievement in high-poverty schools. This multi-state study of academically successful high-needs elementary schools identified key components of successful schools.
- ◆ **United Way of Santa Barbara County (UWSBC) Initiatives (2006-Present).** Miriam Resendez has served as an evaluator for several of UWSBC's programs and community initiatives. These include:
 - **Fun in the Sun Program:** This summer program provides educational and recreational opportunities to low-income, at-risk children in the greater Santa Barbara community in order to promote academic, social and emotional growth. Key goals of this program are to enhance reading skills, positive identity, self-control, and family and community support.

² Such as human subjects/IRB review and clearly articulating the measurement approaches to be used throughout the course of the grant to monitor progress.

- **Power of Partnership Initiative:** The purpose of this initiative is to identify and address the most important issues in the health and human service areas affecting children, families, and seniors in the Santa Barbara community. Specifically, through collaboration between UWSBC and its partners across multiple sectors, a comprehensive, community-wide strategic plan for children, families, or seniors that have general acceptance and adherence from a majority of different stakeholders, is being developed. This will serve as a blueprint for prioritizing community goals, and identifying measurable outcomes and the strategies to achieve these goals.
- **Youth Investment Partnership:** This is a long-term program focused on increasing the number of "assets" for Santa Barbara County teens. "Assets" are 40 key traits identified by the Search Institute of Minnesota that help teens transition into successful adulthood. The Developmental Assets framework provides an opportunity for schools, parents, businesses, and the community at large to focus on children's strengths and how they can be augmented by changing current infrastructures so that all youth have a chance to succeed.
- ◆ **Los Angeles County Latino Alcohol and Substance Abuse Needs Assessment (1999-2000).** A literature review and needs assessment study was conducted to identify issues affecting the alcohol abuse, prevention, and treatment, among Latinos in Los Angeles County. As part of this study, interviews with leaders and clients of prevention and treatment programs for alcohol and substance abuse in Los Angeles County were conducted. The research report concluded with recommendations for improving upon treatment and prevention services for the Latino community. Miriam Resendez served as a researcher on this project.
- ◆ **Large-scale randomized control trials evaluating the effectiveness of language arts, math and science curricula (2004-Present).** Over the past five years, PRES Associates has conducted nearly a dozen such studies in K-12 settings across the country. A recently completed two-year study on a new elementary math program developed by Pearson Education was comprised of over 1500 students spread across nine geographically dispersed school districts. In this study, 79 teachers were randomly assigned to treatment and comparison conditions in order to ascertain the effects of this new math curriculum on students' math ability as well as other affective student outcomes. This study included the use of multiple outcome measures including the MAT8, GMADE, and Balanced Assessment of Mathematics (BAM). PRES Associates employed advanced statistical techniques such as hierarchical linear modeling which are appropriate to the nature of the data and settings³ in which this research was being undertaken.
- ◆ **Evaluation of the Federal Comprehensive School Reform Demonstration (CSRD) Project (2005-2006)** for the State of Wyoming. CSRD is a competitive federal grant program designed to help schools boost student achievement by implementing scientifically-based reform programs or models that are "comprehensive" in nature. PRES

³ Dependency issues associated with the multiple levels within schools (student, teacher, school) requires that this be taken into account in the statistical analyses of such data. PRES Associates has publications and presentations on this topic and has extensive experience on the advanced quantitative issues associated with conducting these types of studies. Most recently, PRES Associates was part of an AERA 2007 Symposium on "Design and Statistical Issues associated with Randomized Control/Cluster Trials".

Associates has also conducted substantial work in the area of high school reform and has conducted statewide studies on high school reform efforts and concurrent enrollment.

- ◆ **Evaluation of the Advanced Reading Enhancement Approach (AREA, 2002-2004)**, a three-year statewide initiative in South Dakota designed to provide teachers with intensive, year-long training in literacy instruction. For this project, a statewide online data collection system was designed to monitor program implementation on an ongoing basis. Data collection included: (a) pre and post-intervention teacher surveys; (b) administrator surveys; (c) formal classroom observation of teacher practices; and (d) student assessments. An online, interactive statewide data collection system was employed throughout this study to provide timely information on service delivery and to gather data. Interactive reporting features were built in so that program staff and recipients could generate reports appropriate to their needs for purposes of planning and program monitoring.

MARIAM AZIN

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Jackson, WY 83002
(w) (307)733-3255
(cell) (307)690-4506
e-mail: mazin@presassociates.com

EDUCATION

Ph.D., Psychology, January 1999
The Claremont Graduate University, Claremont, California
Concentration: Applied Social Psychology

M.A., Psychology, January 1992
The Claremont Graduate School, Claremont, California
Concentration: Applied Social Psychology

B.A., International Affairs, May 1987
University of Colorado, Boulder, Colorado

**PROFESSIONAL
EXPERIENCE**

Planning, Research, & Evaluation (PRES) Associates, Jackson, WY
President, 1999-present

- Conceptualize, design and implement applied research/evaluation studies primarily in K-12 settings.
- Supervise the development of data collection instruments, data collection and analysis activities.
- Monitor the implementation of large-scale, multi-site studies.
- Prepare reports and other contract deliverables.
- Manage junior staff and network of consultants providing research and development services.
- Write proposals and pursue funding opportunities.
- Establish ongoing working relationships with clients and communicate with them on an ongoing basis.

Mid-Continent Research for Education and Learning, Denver, Colorado
Principal Evaluator, 2000-2003

- Conceptualize, design, and implement evaluation studies pertaining to education.
- Perform univariate and multivariate statistical analyses.
- Develop written proposals, literature reviews, and reports.
- Establish ongoing working relationships with clients and communicate with them on an ongoing basis.
- Develop program logic models and facilitate groups of stakeholders.
- Produce reports for a variety of technical and non-technical audiences.
- Assist the evaluation team in developing long-range internal evaluation plans.

**PROFESSIONAL
EXPERIENCE
CONT.**

Center for School Improvement, Jackson, Wyoming
Director of Research and Evaluation, 1995-1999

- Demonstrated success in proposal development as reflected by a steady increase in funding of research activities within the division.
- Conceptualized, designed, and supervised large-scale research and evaluation projects related to Carl Perkins II, Title I, special education, professional development, standards-based education, and distance learning technology.
- Helped clients from private, local, and state educational and non-profit settings to clearly define information needs and accountability requirements.
- Conducted statistical analyses and presented results via concise written reports and verbal presentations tailored towards a variety of target audiences.
- Managed multiple staff and interacted with study participants including school administrators and teachers on a regular basis.

Research Associate, 1993-1995

- Assisted in the development of standards and assessments for local school districts.
- Developed and prepared teacher training materials.
- Worked with school districts to facilitate the school improvement process and help them meet statewide accreditation requirements.
- Performed NRT test scoring, produced reports of NRT test results, and assisted educational personnel in interpreting such results.

Procter & Gamble, Cincinnati, Ohio

Research Consultant, 1992-1993

- Assisted in the design, implementation, and analyses of several consumer research projects.
- Planned and facilitated focus groups and individual interviews.
- Produced concise reports and visual presentations.
- Developed set of classroom materials on consumer psychology for employees.

Market Strategies, Portland, Oregon

Chief Statistician, 1992

- Conducted univariate and multivariate statistical analyses, including specialized techniques that model consumer decision-making behavior such as conjoint analyses and discrete choice analyses.
- Prepared presentations and reports for a variety of clients such as Intel, Microsoft, and the Oregon Lottery.
- Provided consultation on data collection instruments and activities.
- Planned and facilitated focus groups.

Center for Applied Social & Policy Research, Claremont, California

Coordinator, 1990-1992

- Actively pursued and received research grant funding.
- Supervised all student/company contracts, managed allocation of research grant funding and performed all other administrative activities.
- Specialized in questionnaire design and telephone survey research.

**PROFESSIONAL
EXPERIENCE
CONT.**

Riverside County Department of Mental Health, Riverside, California
Research Analyst, 1990-1991

- Designed and implemented several research projects including survey research, archival studies, program evaluations, and qualitative studies.
- Responded to research questions presented by top management staff.

TEACHING

Northern Michigan University, Marquette, Michigan
Postdoctoral Teaching Fellow, 1999-2000

- Designed and taught undergraduate and graduate level psychology courses, including: Intro Psychology, Psychology of Gender, Intro Social Psychology, and Advanced Social Psychology.
- Involved students in ongoing research projects and supervised independent student research.

The Claremont Graduate University, Claremont, California
Graduate Teachers Assistant, Statistics, 1990-1991

- Assisted Dr. Barbara Sirotnik in teaching graduate level statistics.
- Gave lectures, taught lab sections, and developed class materials for graduate students.

**HONORS AND
AFFILIATIONS**

Recipient, Tuition Fellowship, The Claremont Graduate School
Recipient, Pre-Doctoral Fellowship, the Bureau of Justice Statistics
Member of the American Psychological Association
Member of the American Evaluation Association
Member of the American Educational Research Association

**COMPUTER SKILLS
& LANGUAGES**

Proficient in SPSS, Microsoft Word, Excel, and PowerPoint. Working knowledge of Spanish.

**SELECTED
PROJECTS**

Principal Investigator, Helena School District Safe Schools Healthy Students Grant, 2009 to present.

Principal Investigator, Campbell County School District Safe Schools Healthy Students Grant, 2008 to present.

Principal Investigator, Evaluation of Carl Perkins Career and Technical Education State of Wyoming, 1994 to present.

Principal Investigator, Advanced Reading Enhancement Project (AREA) Department of Education & Cultural Affairs (DECA), Evaluation of a Statewide Early Literacy Initiative (9/01 to 5/03).

Principal Investigator, Evaluation of a Middle School Science Program on behalf of a Private Entity, 2005-2007.

Principal Investigator, Evaluation of Hooked on Phonics Reading Program, Gateway Learning Corporation, 2001-2002.

Co-PI, Evaluation of Early Reading & Math Programs on behalf of Private Entities, 2002 to present.

**SELECTED
PROJECTS
CONT.**

Principal Investigator, McREL Technology Initiative, 2001-2004.
Co-PI, Evaluation of Statewide Reading First Grants in North Dakota &
South Dakota, 2003-2004. Evaluation of South Dakota READS 2004-2006.

Principal Investigator, Evaluation of CSI: Climate Status Investigations middle
school science curricula on behalf of the Keystone Institute and Department of
Energy, 2007.

Principal Investigator, Evaluations of Elementary, Middle School and High School
Math Programs on behalf of Private Entities, 2002 to present.

Longitudinal Quasi-Experimental Evaluations of Educational Interventions using
State Assessment Data from Texas, South Carolina, North Carolina, California and
Georgia (2004 to present).

**SELECTED
PRESENTATIONS**

Azin-Manley, M. (Oct, 2002). Using Online Data Collection Systems in the
Evaluation of Statewide Reading Programs. Paper presented at Northern Rocky Mountain
Educational Research Association (NRMERA), Jackson, WY.

Azin-Manley, M., & Wigert, T. (May, 2002). Using the Web as a Means of
Efficiently Collecting High-Quality Data on CTE Programs. Paper presented at the
National Association of Career & Technical Education (NACTE), Jacksonville, FL.

Azin-Manley, M., Barley, Z., Ahrens, S., & Englert, K. (June, 2003). Evaluation
Tools and Techniques for Engaging Stakeholders. Paper presented at the Canadian
Evaluation Society (CES), Vancouver, British Columbia.

Azin-Manley, M., Ahrens, S., & Thomas, P. (Nov, 2003). NCLB and the What
Works Clearinghouse: Implications for Educators. Paper presented at the American
Evaluation Association (AEA), Reno, NV.

Azin-Manley, M., & Baughman M. (November, 2004). "So, What's In It For Me?"
Strategies for Recruiting Schools to Participate in Randomized Control Trials. Paper
presented at California Educational Research Association (CERA), Pasadena, CA.

Azin, M. (April, 2005). Issues Associated with Implementing Large-scale Multi-site
Evaluations or How to be in New Jersey, Wyoming, Washington and Kentucky at the
Same Time. Eastern Educational Research Society (EERS), Galloway Township, NJ.

Azin, M. (November, 2005). What Works for What Works? Creating Study Reports
That Meet the What Works Clearinghouse Review Standards. American Evaluation
Association (AEA), Toronto, Canada.

Azin, M., Resendez, M., & Watts, J. (November, 2006). Employing Quasi-
experimental Designs to Examine the Effectiveness of Educational Programs Using
Existing State Assessment Data. American Evaluation Association (AEA),
Portland, OR.

Azin, M., Baughman, M., Watts, J., & Wilkinson, B. (June, 2007). Conducting
Research at the Speed of Change. Panel presentation at the Association for
Educational Publishers (AEP), Washington D.C.

Miriam Guadalupe Resendez

15288 S. Avenue 4E
Yuma, AZ 85365

(928) 341-0322

Email: mresendez@presassociates.com

Education

Ph.D. program – Applied Social Psychology at the Claremont Graduate University. Completed coursework.

M.A. in Experimental Psychology, September 1997 from the California State University, San Bernardino.

B.A. in Psychology, June 1995 from the University of California, San Diego.

Relevant Work Experience

Director of Research and Evaluation for PRES Associates, Inc., Full-time position, 1/07-Present.

Duties: Oversee and manage evaluation projects. Direct, supervise, and coordinate the activities of research staff and consultants. Act as (co)principal investigator on selected research projects. Provide evaluation support, training, and technical assistance for external partners and clients.

Senior Researcher for PRES Associates, Inc., Full-time position, 2/03-1/07.

Duties: Serve as (co)principal investigator in evaluation projects including educational programs, community initiatives, and products. Design, plan and implement studies using qualitative and quantitative research methods. Analyze data, develop/identify instruments and protocols, write proposals and reports, and provide recommendations for research planning.

Project Manager for the University of California Riverside's Parents and Youth Study, Full-time position, 11/02-4/03.

Duties: In charge of all administrative and management responsibilities of a 5 year, NIMH-funded research study. Created and maintained databases. Conducted research, including literature reviews, survey development, and data analysis. Translated instruments from English to Spanish. Trained staff on interviewing and other data collection procedures. Wrote progress reports for Principal Investigators. Supervised research assistants.

Contracted Researcher for PRES, Inc., Contracted position, 7/01-2/03.

Duties: Assisted in evaluation projects. Analyzed data, wrote surveys and reports, and provided recommendations for research planning.

Research Director for the Riverside County Department of Mental Health -Children's Services, Full-time position, 7/00-11/01.

Duties: Maintained database on client data. Conducted evaluation and applied research (all phases) on mental health issues. Trained clinicians and support staff on the use of assessments. Wrote research reports for clinicians, directors, and scholars. Supervised research assistants.

Research Associate for the Riverside County Department of Mental Health -Children's Services in conjunction with Claremont Graduate University Research Institute. Part-time position, 9/98-7/00.

Duties: Data entry and cleaning, conducted research and evaluation on mental health services.

Fellow for the Tomas Rivera Policy Institute, Full-time temporary position, 6/98 - 9/98.

Duties: Conducted policy-relevant research and wrote a policy brief to be distributed to decision makers and educators.

Field Interviewer for the National Opinion Research Center, Half-time temporary position, 2/98 - 5/98.

Duties: Located and interviewed respondents for the General Social Survey.

Professional Affiliations

American Evaluation Association
American Educational Research Association
Society for Research on Educational Effectiveness
National Council on Measurement in Education

Professional Publications

Resendez, M. G., Quist, R. M., & Matshazi, D. G. M. (2002). A longitudinal analysis of family empowerment and client outcomes. *Journal of Child and Family Studies*, *9*, 449-460.

Quist, R. M., & Resendez, M. G. (2002). Social dominance threat: Examining social dominance theory's explanation of prejudice as legitimizing myths. *Basic and Applied Social Psychology*, *24*, 287-293.

Cowan, G., Resendez, M., Marshall, E., & Quist, R. (2002). Hate speech and constitutional protection: Priming values of equality and freedom. *Journal of Social Issues*, *58*, 247-264.

Resendez, M. G. (2002). The relationship between flexible wraparound funds and mental health outcomes. C. Newman, C. Liberton, K. Kutash, & R. Friedman (Eds.), *14th Annual Research Conference of the Research and Training Center for Children's Mental Health: Expanding the Research Base* (February 21 to February 24, 2001) (pp. 243-246). Tampa, FL: University of South Florida, The Louis de la Parte Florida Mental Health Institute, Research and Training Center for Children's Mental Health.

Resendez, M. G. (2000). The stigmatizing effects of affirmative action: An examination of moderating variables. *Journal of Applied Social Psychology*, *32*, 185-206.

Conference Presentations

Resendez, M. (April, 2007). Design and Statistical Issues about Clustered Randomized Control Trials (CRCT) when the Number of Clusters is Small. American Educational Research Association, Chicago, IL.

Azin, M., Resendez, M., & Watts, J. (November, 2006). Employing Quasi-experimental Designs to Examine the Effectiveness of Educational Programs Using Existing State Assessment Data. American Evaluation Association (AEA), Portland, OR.

Azin, M., & Resendez, M. G. (2005, October). What works for What Works? Creating study reports that meet the What Works Clearinghouse Review Standards. Workshop presented at the American Evaluation Association Annual Conference, Toronto, Canada.

Resendez, M. G. (2002, April). Biased attributions and mistrust of the outgroup. Poster presented at the Western Psychological Association Conference, Irvine, CA.

Resendez, M. G. (2001, February). The relationship between flexible wraparound funds and mental health outcomes. Poster presented at the 14th Annual Research Conference: A System of Care for Children's Mental Health-Expanding the Research Base, Orlando, FL.

Quist, R. M. & Resendez, M. G. (2000, February). Social Dominance Threat: Prejudice As A Function Of Threat And Social Dominance Orientation. In R. M. Quist & A. L. Garcia (Chairs), *Manifestations Of Prejudice: Contemporary Prejudice In Real World Settings*. Poster symposium conducted at the 1st Annual Conference of the Society for Personality and Social Psychology.

Resendez, M., Quist, R., & Johnson, E. (2000, January). Hate speech vs. the constitution: Priming values of equality and freedom. Paper presented at the Minority Mentor Conference, Unpacking the Rhetoric Within Minority and Diversity Theory and Practice, Claremont, CA.

Quist, R. M., Resendez, M. G., & Matshazi, D. G. M. (1999, November). Breaking out: An evaluation of a treatment center for juvenile delinquents. Paper presented at the Annual Conference of the American Evaluation Association, Orlando, FL.

Resendez, M. G. (1999, April). The stigmatizing effects of affirmative action: An examination of moderating variables. Paper presented at the Western Psychological Association Conference, Portland, OR.

Resendez, M. G. (1998, April). Negative evaluations and affirmative action: The perseverance of stigmatization. Poster presented at the Western Psychological Association Conference, Albuquerque, NM.

Selected Technical Reports

Resendez, M. (2006-2007). Evaluation of United Way of Santa Barbara County's Fun in the Sun Program. Report prepared for United Way of Santa Barbara County.

Resendez, M., & Manley, M. (2002-2005). Wyoming Annual Carl Perkins Report. Report prepared for the Wyoming Department of Education.

Resendez, M., & Quist, R. (1999-2001). Interagency System of Care for Children and Youth. Annual Report, 10th-12th. Report presented to Riverside County Department of Mental Health.

Quist, R., Resendez, M. & Matshazi, D. G. M. (1999). An Evaluation of Van Horn Youth Center. Report presented to Riverside County Department of Mental Health.

Resendez, M. G. (1998). Services to Students with Disabilities Evaluation Report. Report presented to California State University San Bernardino Student Services division.

Berger, D., & Resendez, M. G. (2000). Claremont Graduate University Information Technology Assessment. Report presented to Claremont Graduate University Information Technology Department.

Berger, D., Resendez, M. G., Ramirez, J., & Guillen, B. F. (2000, Jan.). Latino Alcohol Use and Abuse: Issues for Los Angeles County. Report presented to Tomas Rivera Policy Institute.

Unpublished Manuscripts

Resendez, M. (2000). The Internet and Privacy Concerns: An Examination of Demographic Variables.

Resendez, M. G. (1999). The Effects of Class Size Reduction on Head Start Programs in Los Angeles County. Manuscript prepared for the Tomas Rivera Policy Institute.

Resendez, M. G. & Cowan, G. (2001). The Effect of Priming on the Personal and Group Discrimination Discrepancy.

Selected Grant and Contract Experience

October 2008-Present	Safe Schools Healthy Students evaluation for Gillete, WY and Helena, MT grants PRES Associates, Inc.
October 2004-Present	Archival studies evaluating educational programs using statewide assessments (Client name withheld for confidentiality purposes) PRES Associates, Inc.
February 2004-Present	Series of randomized control trials for the evaluation of educational programs (Client name withheld for confidentiality purposes) PRES Associates, Inc.
June 2001 - Present	Carl Perkins Reports for the Wyoming Dept. of Education Dr. Mariam Manley, Principal Investigator PRES Associates, Inc.

June 2006-Present	Fun in the Sun Program Evaluation, Power of Partnership Initiative, Youth Partnership Initiative, Day of Caring, and PreK Summer Institute United Way of Santa Barbara County
February 2003-2005	SD READS Program Evaluation Dr. Mariam Manley, Principal Investigator PRES Associates, Inc.
January 2002-February 2002	South Dakota AREA Program Dr. Mariam Manley, Principal Evaluator Mid-continent Research for Education & Learning (McREL)
June 2001 - June 2002	Whitney Educational & Vocational Needs Assessment Study Report Dr. Mariam Manley, Principal Investigator PRES Associates, Inc.
Jan. 1998 – June 2000	Riverside County Mental Health Dr. Stewart Donaldson, Principal Investigator Claremont Graduate University

Teaching Experience

Undergraduate Courses:

Fall 1999	Learning and Behavior Change University of LaVerne
Winter 2000	Psychology of Social Behavior California State University, San Bernardino
Spring 2000	Prejudism, Race, and Racism California State University, San Bernardino
Winter 2001	Psychology of Social Behavior California State University, San Bernardino

Computer Skills and Languages

Proficient in SPSS, Microsoft Office Suite (including Access), various online survey programs, and HLM.
Fluent in Spanish (bilingual, bicultural).

Project Narrative

ADDITIONAL INFORMATION

Attachment 1:

Title: **Appendix** Pages: **53** Uploaded File: **Appendix.pdf**

There was a problem with the PDF file uploaded and the PDF service could not recognize all of the pages. Therefore, this compiled PDF of the application is not complete.

You must open up this component of the application separately in e-Application or G5 to view or print the file.

Budget Narrative

BUDGET NARRATIVE

Attachment 1:

Title: **Budget Narrative** Pages: **3** Uploaded File: **BUDGET NARRATIVE - AZ CTE-POS Grant.pdf**

Arizona Department of Education
Arizona CTE-POS Grant - CFDA #84.051C

Budget Narrative
Non-Construction Programs

	Year 1	Year 2	Year 3	Year 4
Personnel				
Research Specialist (20 hrs/week @ \$30/hr)	\$31,200	\$32,760	\$34,398	\$36,118
Postsecondary Specialist (20 hrs/week @ \$/hr)	\$15,600	\$16,380	\$17,199	\$18,059
Administrative Assistant (20 hrs/week @ \$/hr)	\$18,000	\$18,900	\$19,845	\$20,837
<i>NOTE: Salaries are adjusted to reflect an annual 5% raise</i>				
Total Personnel	\$64,800	\$68,040	\$71,442	\$75,014
Benefits				
Benefits @ 30%	\$19,440	\$20,412	\$21,433	\$22,504
Total Benefits	\$19,440	\$20,412	\$21,433	\$22,504
Travel				
Washington, D.C. Project Director Orientation Meeting (1 Attendee)				
Airfare 1 @ \$500	\$500	\$0	\$0	\$0
Hotel 1 Night @ \$200 night x 1 person	\$200	\$0	\$0	\$0
Per Diem 1 Person, 1 Days, @\$80	\$80	\$0	\$0	\$0
National Meetings/Conferences	\$4,000	\$4,000	\$4,000	\$4,000
Project Director, 4 Program Specialists				
In State travel for project staff	\$7,000	\$7,000	\$7,000	\$7,000
Total Travel	\$11,780	\$11,000	\$11,000	\$11,000
Equipment				
	\$0	\$0	\$0	\$0
Total Equipment	\$0	\$0	\$0	\$0
Supplies				
	\$0	\$0	\$0	\$0
Total Supplies	\$0	\$0	\$0	\$0
Contractual				
Total Contractual	\$0	\$0	\$0	\$0
Other - Project Operating Expenses				

Operating Expenses

FTE Operating Expenses - (\$4,500 per FTE - in-kind)

- Rent for FTEs @ \$1600 each
- Telephone for FTEs @ 1500 each
- Copier use for FTEs @ \$250 each
- Risk Management for FTEs @ \$210 each
- MIS charge for FTEs @ \$925 each
- Employee recognition program for FTEs @ \$15 each

Additional Operating Expenses

Other Project Operating Expenses

To include: Electronic and Print Outreach and Marketing, PD, Training and Technical Assistance Materials, Monitoring, Printing, Postage, Facilities/Meeting Space, and other Office Expenses, Supplies, and Equipment

Other - Website Development for Communities of Practice Development and Management

Other - Project Evaluation

Other - LEA Implementation Projects

Total Other

Total Direct Costs

Total Indirect Costs (13.5%)

(NOTE: Indirect costs are only applied to the first \$25,000 of each contracted service, and is not taken against assistance funds (subgrants to LEAs))

Training Stipends

25 secondary and postsecondary teachers from 9 LEA;s and 8 postsecondary 4 days @ \$200 per day

Total Costs (Direct Costs, Indirect Costs)	\$249,983	\$249,878	\$249,898	\$249,168
Total All Budget Periods	\$998,927			

Budget Narrative

Non-Federal Funds - In-Kind Contributions

Personnel

	Year 1	Year 2	Year 3	Year 4
Project Director (.5 FTE)	\$32,000	\$32,000	\$32,000	\$32,000
Program Specialists (3 @ .25 FTE each)	\$41,250	\$41,250	\$41,250	\$41,250
Counseling Program Specialist (.15 FTE)	\$8,250	\$8,250	\$8,250	\$8,250
Project Specialist (.25 FTE)	\$13,750	\$13,750	\$13,750	\$13,750

	Total Personnel	\$95,250	\$95,250	\$95,250	\$95,250
Benefits					
Benefits @ 30%		\$28,575	\$28,575	\$28,575	\$28,575
	Total Benefits	\$28,575	\$28,575	\$28,575	\$28,575
Total In-Kind Contributions		\$123,825	\$123,825	\$123,825	\$123,825
Total All Budget Periods		\$495,300			