



State of Arizona
Department of Education

Perkins Secondary Guidelines for Performance Measures

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Introduction

The purposes of the Secondary Guidelines are to serve as an overview of Perkins eligibility, performance measures reporting requirements and provide sufficient information in order to continuously improve Career and Technical Education (CTE) programs.

To be eligible for a Perkins grant, an LEA must operate at least one “approvable” Career and Technical Education (CTE) program using their own funding sources for a minimum of one year and provide Career Exploration in grades 7-9. An approvable program means that the eight (8) essential elements of an approved program are in place or being tracked to meet the requirements of an approved program.

Process for First Time Carl D. Perkins Grant Applicants

Arizona secondary Local Education Agencies (LEA), which includes public school districts and charter schools, are eligible to apply for the Carl D. Perkins Career and Technical Education Grant. Below outlines the process for becoming eligible to apply:

Step 1:

The LEA must operate at least one “approvable” Career and Technical Education (CTE) program using their own funding sources for a minimum of one year.

An “approvable” CTE Program must contain the following components:

- *Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at:*
 - <http://www.azed.gov/cte/programs/> under the Handbook tab, by selecting the Coherent Sequence link.
 - Or go to <http://www.azed.gov/cte/programs/> under the A-Z tabs. Click on one of the A-Z tabs, then select the program name to go to that program page. Select Program Description/Coherent Sequence/Certification Information.
- *Teaches all the state-designated program standards. State-designated Technical Skill Standards can be found for each CTE program at:* <http://www.azed.gov/cte/programs/> under the A-Z tabs. Click on one of the A-Z tabs, then select the program name to go to that program page.
- *Specified on the current CTE Program List. The CTE Program list can be found at:* <http://www.azed.gov/cte/programs/> under the Handbook tab.
- *Taught by an appropriately certified teacher per CTE certification requirements, available on* <http://www.azed.gov/cte/programs/> under the A-Z tabs. Click on one of the A-Z tabs, then select the program name to go to that program page. Select Program Description/Coherent Sequence/Certification Information.
- *Evaluates program performance annually and meets or exceeds established State Performance Measures.*
- *Offers student work-based participation that involves actual work experience and connects classroom learning to work activities. Options for work-based can be found at:* <http://www.azed.gov/cte/work-based-learning/>.
- *Requires student participation and Career Exploration for grades 7-9.*
- *Requires a Career and Technical Education Student Organization (CTSO) to be organized for the CTE secondary programmatic area. Information regarding CTSO can be found at:* <http://www.azed.gov/cte/ctso/>

CTE Staff members are available to provide technical assistance for the implementation of CTE programs that meet the criteria for approval. A list of CTE Program Specialists, the programs they manage, and contact information can be accessed at: <http://www.azed.gov/cte/contactus/>, under Directories. Select CTE Program Specialist Contact List. Or go to <http://www.azed.gov/cte/programs/>, select the Contacts tab, then select a program area.

If the LEA believes they are currently operating an “approvable” CTE program, they should contact the Cindy Gutierrez, Director, CTE Program Services, Cindy.Gutierrez@azed.gov, (602) 542-4365, to arrange for appropriate CTE staff to evaluate the program.

Step 2:

If an LEA's program has been verified as "approvable" by CTE staff, the CTE Fiscal Director, Marilyn Gardner, will be notified of a program's viability. It is important to note that if your entity is small in size, your allocation may be relatively small as well. Due to the requirements of the grant, some entities decide that it would cost more to implement a grant program than their total resources would allow (this is a local decision).

Step 3:

There is a due date established each year for indicating your interest, in writing (an email is acceptable), to the ADE-CTE unit. The notification of a due date is posted on the CTE page on the Arizona Department of Education website, <http://www.azed.gov/cte/>, (generally in January). All new entities wishing to participate must notify ADE at Marilyn.Gardner@azed.gov, of their interest by the posted due date. Once formal interest is established, the LEA seeking to submit an application is expected to attend one of the Perkins grant application training sessions held each spring (*usually late March through April*). Dates for the CTE New Director Spring Trainings can be found on CTE Administrator Resources page, <http://www.azed.gov/cte/ctea/>.

Step 4:

The school district or charter school needs to submit a Perkins Grant Application into the Grant Management Enterprise System online.

- The LEA will be assigned a grant program specialist within CTE.
- The Perkins application will be evaluated through a formal grant approval process.
- Applicants may not obligate funds until they receive "substantial approval" from their grant program specialist

Section 1

Understanding Performance Measures

Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006 requires that each state establish a performance accountability system to “assess the effectiveness of the state in achieving statewide progress in career and technical education and to optimize the return of investment of federal funds in career and technical education activities.”

The Arizona accountability system must address federal and state data collection requirements and may change each year as new requirements are implemented. Expected levels of state performance must be reviewed annually by the Arizona Department of Education (ADE) and Local Education Agencies (LEAs) for each performance measure.

The State Adjusted Level of Performance (SALP) is a measurable and quantifiable indicator of performance negotiated between ADE and the Office of Career, Technical and Adult Education (OCTAE). The state must attain the SALP which increases annually.

Calculation

Performance measures are calculated using participant, concentrator and placement data collected by CTE. All federal concentrator records will be included in the calculation of performance measures. Failure to submit required participant, concentrator and placement data will impact district funding.

Definition of a CTE Participant

A participant is a secondary student in grades 9, 10, 11 and 12 who has earned one (1) or more transcribed Carnegie Units/credits in the same CTE program area in the reporting year.

Definition of a CTE Concentrator

A concentrator is a secondary student who has transcribed two (2) or more Carnegie Units/credits in a state- designated sequence in an approved Career and Technical Education program. The Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook. Concentrators are not included in the calculation of performance measures until they leave school with a valid leave code

Performance Measures Business Calculations

Only concentrator records marked as federal will count towards performance measures. Calculations for federal performance measures will be unduplicated.

The following leave codes will be used in the calculation of all performance measures: G, W7, S7 W4, S4, W5, S5, W10, S10, W11, S11, W12, S12, C, W13, S13, A, W2, S2, W3, S3, NP. The only exception is for Performance Measure 6S1, where the AZEDS leave code, E1(still enrolled), will also be used in the calculation.

1S1 – Academic Attainment in Reading/Language Arts

Numerator: Number of CTE concentrators who meet or exceed all the reading standards measured on the end-of-course State Assessment ELA Grade 11 test and left secondary education in the reporting year.

- Students with two transcribed Carnegie Units who have a federal record and meet or exceed the State Assessment ELA Grade 11 reading standards while enrolled in school.
- ADE will use State Student IDs (SAIS IDs) to pull State Assessment data from the State Assessment database and match student demographic data from AZEDS.

Denominator: Number of CTE concentrators who took the end-of-course State Assessment ELA Grade 11 test and left secondary education in the reporting year.

- Students with two transcribed Carnegie Units who have a federal record and took the State Assessment ELA Grade 11 test while enrolled in school.
- ADE will use State Student IDs (SAIS IDs) to pull State Assessment data from the State Assessment database and match student demographic data from AZEDS.

1S2 – Academic Attainment in Mathematics

Numerator: Number of CTE concentrators who meet or exceed all the mathematics standards measured on the end-of-course State Assessment Algebra II test and left secondary education in the reporting year.

- Students with two transcribed Carnegie Units who have a federal record and meet or exceed State Assessment Algebra II standards while enrolled in school.
- ADE will use State Student IDs (SAIS IDs) to pull State Assessment data from the State Assessment database and match student demographic data from AZEDS.

Denominator: Number of CTE concentrators who took the end-of-course State Assessment Algebra II test and left secondary education in the reporting year.

- Students with two transcribed Carnegie Units who have a federal record and took the State Assessment Algebra II test while enrolled in school.
- ADE will use State Student IDs (SAIS IDs) to pull State Assessment data from the State Assessment database and match student demographic data from AZEDS.

2S1 – Technical Skill Attainment

Numerator: Number of CTE concentrators who completed the state-designated sequence of instruction then took and passed the technical skills assessment and left secondary education in the reporting year.

- Concentrators who have a federal record, completed two or three transcribed Carnegie Units as required in the state-designated sequence of instruction and passed a final CTE Assessment while enrolled in school.
- ADE will use student testing data from the CTE Assessment System and will match student demographic data from AZEDS.

Denominator: Number of CTE concentrators who completed the state-designated sequence of instruction and then took the technical skills assessment and left secondary education in the reporting year.

- Concentrators who have a federal record, completed two or three transcribed Carnegie Units as required in the state-designated sequence of instruction and took a final CTE Assessment while enrolled in school.
- ADE will use student testing data from the CTE Assessment System and will match student demographic data from AZEDS.

3S1 – School Completion

Numerator: Number of CTE concentrators who earned a regular secondary school diploma or earned a General Education Development (GED) in the current cohort year in the reporting year.

- Students with two transcribed Carnegie Units who have a federal record and earned a high school diploma or a GED.
- Verbal notification from the student at the time of withdrawal is sufficient to determine GED status.
- ADE will use student demographic data from AZEDS.

Denominator: Number of CTE concentrators who left secondary education in the current cohort year in the reporting year.

- Students with two transcribed Carnegie Units who have a federal record and left school.
- ADE will use student demographic data from AZEDS.

4S1 – Student Graduation Rates

Numerator: Number of CTE concentrators who graduated in the reporting year and were included as graduated in the state's computation of its graduation rate in the current cohort year in the reporting year.

- Students with two transcribed Carnegie Units who have a federal record and are graduates.
- ADE will use student leave codes from AZEDS.

Denominator: Number of CTE concentrators who left secondary education in the current cohort year in the reporting year.

- Students with two transcribed Carnegie Units who have a federal record and left school.
- ADE will use student leave codes from AZEDS.

5S1 – Placement

Numerator: Number of CTE concentrators who graduated and were placed in postsecondary education or advanced training, in military service, or employment in the year in which the concentrator left secondary education.

- Students with two transcribed Carnegie Units who have a federal record, graduated in the previous school year, and were placed between October 1 and December 31, of the current school year.
- Districts will conduct Secondary Placement Surveys and report student information in the CTE Data Portal by June 15 of the reporting year.
- ADE will use student data as reported by the district in the CTE Data Portal and student demographic data from AZEDS.

Denominator: Number of CTE concentrators who graduated in the year they left secondary education.

- Students with two transcribed Carnegie Units who have a federal record and are graduates.
- ADE will use student data as reported by the district in the CTE Data Portal and student demographic data from AZEDS.

6S1 – Nontraditional Participation

Numerator: Number of nontraditional gender CTE participants enrolled in a nontraditional program in the reporting year.

- Nontraditional gender participants who are enrolled in a nontraditional program based on the CTE Nontraditional Indicator Chart.
- Any unduplicated federal or state record that is eligible will be included in the calculation. If the federal record qualifies, it will be used. If the federal record does not qualify, an eligible state record will be used.
- ADE will use student data from the CTE Data Portal and AZEDS.

Denominator: Number of CTE participants enrolled in a nontraditional program in the reporting year.

- Participants who are enrolled in a nontraditional program based on the CTE Nontraditional Indicator Chart.
- Any unduplicated federal or state record that is eligible will be included in the calculation. If the federal record qualifies, it will be used. If the federal record does not qualify, an eligible state record will be used.
- ADE will use student data from the CTE Data Portal and AZEDS.

6S2 – Nontraditional Completion

Numerator: Number of nontraditional gender CTE concentrators who completed the course sequence then took and passed the technical skills assessment in a nontraditional program and left secondary education in the reporting year.

- Nontraditional concentrators who have a federal record, completed two or three Carnegie Units as required in the state-designated sequence of instruction and passed a final CTE Assessment in a nontraditional program, based on the CTE Nontraditional Indicator Chart, while enrolled in school.
- ADE will match student demographic data from AZEDS.

Denominator: Number of nontraditional gender CTE concentrators who completed the course sequence then took the technical skills assessment in a nontraditional program and left secondary education in the reporting year.

- Nontraditional concentrators who have a federal record, completed two or three Carnegie Units as required in the state-designated sequence of instruction and took a final CTE Assessment in a nontraditional program, based on the CTE Nontraditional Indicator Chart, while enrolled in school.
- ADE will match student demographic data from SAIS.

Performance Measures Uses Year-End Status/Leave Codes

GRADUATES		
Year-end Graduate	G	Completed a course of study for high school AND passed all three high school assessments with or without augmentation; OR completed an IEP and the requirement specified in their IEP.
Withdrawal Midyear Graduate	W7	
Withdrawal Summer Graduate	S7	
NON-GRADUATES		
Still Enrolled	E1	Still enrolled in school. Included as participant if eligible.
Still Enrolled	SA	Fulfilled course of study but DID NOT pass all STATE Assessments.
Still Enrolled (Course of Study)	SC	DID NOT fulfill a course of study but DID receive passing scores on all tests.
Still Enrolled (Met no requirement)	SE	DID NOT fulfill a course of study and DID NOT receive a passing score on AZMERIT test.
Attendee	A	Did not fulfill a course of study whether or not they received passing scores on all of the tests. Did not complete an IEP whether or not they fulfilled the assessments. Turned 22 years of age during the year. Attended school as a twelfth grade foreign exchange student (grades 11 or 12 only).
Completer	C W13 S13	Fulfilled a course of study but DID NOT receive passing scores on all Assessments, with or without augmentation. Completed an IEP but DID NOT fulfill the assessment requirement specified on their IEP.
Promoted	P	Promoted to next grade except for twelfth grade.
Retained	R	Retained in same grade.
Illness	W2 S2	Chronic illness.
Expelled	W3 S3	Expulsion or long-term suspension.
Absence	W4 S4	Ten or more consecutive days of unexcused absence.
Dropout	W5 S5	No intention of completing a high school diploma.
Detention	W10 S10	Student transferred to detention center or correctional facility where they are receiving educational services.
GED	W11 S11	Withdraw expressly for the purpose of obtaining a GED.
Vocational School	W12 S12	Continue studies at a technical or vocational school.

CTE GENERATED LEAVE CODES (not used by AZEDS)		
Not Posted	NP	No valid leave code entered in student's AZEDS record
Not Applicable	NA	Student does not have a current year AZEDS record
NOT USED IN ANY WAY FOR PERKINS		
Transferred	W1	Withdraw to continue studies in another school, which grants an accredited high school diploma.
Summer Transfer District Out	S1	
Summer Transfer District In	S99	
Aged Out During Year	W6	No longer school age (22 years).
Aged Out Summer	S6	
Deceased	W8 S8	Confirmed death.
Home School During Year	W9	To be taught at home.
Home School Summer	S9	
Transferred Grade	WT	Transferred within same school to another register.
Transferred Register	WR	

**2019 CTE Program List Rank
(SY 2018-2019)**

2019 Rank	CIP #	CTE PROGRAM	Carnegie Units Required	Non-Traditional Designatio	CTSO(s)
E	41.0100.00	Bioscience**	2	*	HOSA/FFA
E	15.0000.00	Engineering**	3	Female	SkillsUSA
E	51.2602.00	Home Health Aide**	2	Male	HOSA
	01.0000.00	AgriScience	3	Female	FFA
1	46.0300.20	Residential Electrician	2	Female	SkillsUSA
2	46.0300.30	Industrial Electrician	2	Female	SkillsUSA
3	51.0900.30	Emergency Medical Services	2	*	HOSA
6	43.0100.00	Law and Public Safety	2	Female	SkillsUSA
7	52.0200.00	Business Management	2	*	FBLA
8	43.0200.00	Fire Service	2	Female	SkillsUSA
9	47.0600.20	Automotive Technologies	3	Female	SkillsUSA
10	47.0600.40	Diesel Engine Repair	3	Female	SkillsUSA
11	47.0600.30	Automotive Collision Repair	3	Female	SkillsUSA
12	47.0600.50	Aircraft Mechanics	3	Female	SkillsUSA
14	49.0100.00	Air Transportation	3	Female	SkillsUSA
16	47.0200.00	Heating, Ventilation and Air Conditioning	2	Female	SkillsUSA
17	46.0400.30	Carpentry	2	Female	SkillsUSA
19	46.0400.20	Construction Technologies	2	Female	SkillsUSA
20	01.0100.60	Power, Structural and Technical Systems	3	Female	FFA
21	49.0200.00	Heavy Equipment Operations	2	Female	SkillsUSA
22	52.1800.20	Marketing	2	*	DECA
26	51.3900.00	Nursing Services	2	Male	HOSA
27	52.0900.00	Hospitality Management	2	*	FCCLA/DECA
28	51.0800.30	Laboratory Assisting	2	Male	HOSA
29	51.0808.00	Veterinary Assisting	3	Male	FFA/HOSA
30	51.0800.20	Pharmacy Support Services	2	Male	HOSA
32	51.0800.60	Medical Assisting Services	2	Male	HOSA
33	51.0800.50	Sports Medicine and Rehabilitation	2	Male	HOSA
34	52.1900.20	Fashion Design and Merchandising	2	*	FCCLA
35	52.1900.30	Interior Design and Merchandising	2	*	FCCLA
36	48.0500.20	Automation and Robotics	2	Female	SkillsUSA
37	48.0500.30	Precision Machining	3	Female	SkillsUSA
38	48.0508.00	Welding Technologies	2	Female	SkillsUSA
39	51.0600.00	Dental Assisting	2	Male	HOSA
42	15.0300.00	Electronic Technologies	3	Female	SkillsUSA
43	15.1200.20	Computer Maintenance	2	*	FBLA/SkillsUSA
44	15.1200.40	Software and App Design***	2	*	FBLA/SkillsUSA
45	15.1200.30	Network Technologies	2	*	FBLA/SkillsUSA
47	51.0707.00	Medical Records Technologies*** (formerly Health Information Technology)	2	Male	HOSA
48	52.0400.00	Business Operations	2	Male	FBLA
49	12.0500.00	Culinary Arts	2	Female	FCCLA/SkillsUSA
50	13.1210.00	Early Childhood Education	2	Male	FCCLA/EdRising
51	13.1200.00	Education Professions	2	Male	EdRising
52	52.0800.00	Finance	2	*	FBLA
53	12.0400.00	Cosmetology and Related Services	2	Male	SkillsUSA
54	52.0300.00	Accounting	2	Male	FBLA
55	51.3500.00	Therapeutic Massage	2	Male	HOSA
56	01.0100.20	Food Products and Processing Systems	3	Female	FFA
57	15.1300.20	Architectural Drafting	2	*	SkillsUSA
58	15.1300.30	Electronics Drafting	2	Female	SkillsUSA
59	15.1300.40	Mechanical Drafting	2	Female	SkillsUSA

2019 Rank	CIP #	CTE PROGRAM	Carnegie Units Required	Non-Traditional Designatio	CTSO(s)
60	51.1500.00	Mental and Social Health Technician	2	Male	HOSA
61	46.0400.40	Cabinetmaking	2	Female	SkillsUSA
62	10.0200.30	Graphic and Web Design	2	*	FBLA/SkillsUSA
63	10.0200.20	Digital Printing	2	Female	SkillsUSA
64	10.0200.00	Music and Audio Production	2	Female	SkillsUSA
65	10.0200.40	Digital Communication	2	*	FBLA/SkillsUSA
66	10.0200.50	Digital Photography	2	Female	FBLA/SkillsUSA
67	10.0200.60	Animation	2	*	FBLA/SkillsUSA
68	10.0200.90	Film and TV Production	2	Female	FBLA/SkillsUSA
69	50.0500.20	Stagecraft*** (formerly Technical Theatre)	2	Female	ArizonaThespians / SkillsUSA

**Emerging Program

***Name change

The following programs to be discontinued			
CIP # of CTE Program being discontinued	CTE Program being discontinued	SY Discontinued	SY No new programs may be added
47.0300.00	Heavy/Industrial Equipment Maintenance Technologies	2019-2020	2018-2019
01.0100.00	Environmental Service Systems	2019-2020	2018-2019
52.1800.30	Advertising and Public Relations	2019-2020	2018-2019
52.1800.40	Entertainment Marketing	2019-2020	2018-2019
52.1800.50	Entrepreneurship	2019-2020	2018-2019
15.1200.50	Web Page Development (<i>incorporating to Software and App</i>)	2019-2020	2018-2019
01.0100.90	Agribusiness Systems	2020-2021	2018-2019
01.0100.40	Animal Systems	2020-2021	2018-2019
01.0100.30	Plant Systems	2020-2021	2018-2019

<http://www.azed.gov/cte/programs/>

Section 2

Submitting Performance Measures Data to ADE via Data Portal

Districts are required to submit participants, concentrators and placements at each school for each active program on an annual basis. This information is used to calculate the eight performance measures covered in Section 1. Failure to submit participant, concentrator and placement records will impact funding.

Submitting a CTE Participant Record

A CTE Data Portal participant is reported the first year they are enrolled in an approved CTE program and receive at least one transcribed Carnegie Unit during the year in the same program. Participants can be in grades 9, 10, 11, and 12. Participants are reported each school year. Participants should be reported in each CTE program that is active at the school district.

Submitting a CTE Concentrator Record

A CTE Data Portal participant record may also become a concentrator record if the student remains enrolled in the coherent sequence of courses in the same program during their high school career and the Carnegie Units/credits are reported on an existing CTE Data Portal participant record. A CTE Data Portal participant record is created the first year, and as additional credits earned in later years are added, if the student has a total of two or more credits in a CTE program, the record also becomes concentrator status. High schools report CTE concentrator data to the Arizona Department of Education annually. Concentrator records who left school are determined using the leave code at the end of the school year.

All of the following fields are mandatory when reporting a participant or concentrator in the CTE Data Portal:

- Fiscal Year
- School of Residence CTDS
- Program CIP Number
- State Student ID (SAIS ID)
- Birth Date
- Federal/State Indicator
- Number of Credits Earned current year
- Single Parent Status
- 504 Status

The following field is optional if prior-year credits earned are missing and must be entered online:

- Number of Credits Earned in Prior Years

The following fields are populated in the CTE Data Portal participant/concentrator record from AzEDS and CTE Assessments:

- Student Last Name
- Student First Name
- Gender
- Ethnicity
- Race
- Special Populations Information
- Leave Code
- Special Populations
- Enrolled Grade
- Student Enrollment Status
- AzEDS Cohort Year
- CTE Assessment Information

The demographic information above is dependent on student data being accurate in the AzEDS system. The only way to make corrections to demographic data is to amend the record in AzEDS. Typically, the district registrar is responsible for entering student information into AzEDS. For assistance regarding AzEDS issues, please contact ADESupport@azed.gov or (602) 542-2222.

When an established program has gone three consecutive years without a concentrator it will be considered unapproved for state funding purposes.

Designating a Record as Federal or State

Student records must be designated as either federal or state. Unduplicated reporting is required on the federal participant, concentrator and placement reports. It is possible to enter duplicate CTE participant, concentrator or placement records as state records. Suggested guidelines for determining when to report a student who is enrolled in more than one program as a federal unduplicated record include:

- Reporting the student when they represent the minority gender in a nontraditional program
- Reporting the student based upon a declared career goal
- Reporting a student based upon the most credits achieved in a CTE program or
- Reporting a student based upon their latest CTE program credits achieved
- Reporting a student based upon student passing a CTE program assessment

For students with credit in multiple CTE programs -

- Which program should be Federal? (counted in Performance Measures reports)
 - Is the student a concentrator in the program?
 - Is the student graduating or leaving school this SY?
 - Did the student complete the entire program sequence?
 - Did the student pass the CTE assessment in their CTE program?
 - Is the student a NonTrad Gender in a NonTrad program?
 - Did the student pass a State Assessment?
 - Is the student likely to have placement in this program?

Submitting Industry Credentials

ADE CTE intends to collect credentials and/or licensing information on CTE students. ADE requires the submission of credentials and licenses in order to complete the success stories of Arizona's CTE students and promote the importance of CTE programs across the state. Industry Credentials are also included as bonus points in the ADE District A-F School Letter Grade. To qualify to be included as bonus points on the ADE District A-F School Letter Grade, certificates/licenses must be on the Industry Credentials approved list for A-F CCR by the State Board of Education. For more information on Industry Certification approvals, see our website.

<http://www.azed.gov/cte/programs/>

Submitting a Placement Survey

The Placement Survey is due by June 15 each year. Placement surveys are required for all active programs at a school three years old or older. CTE concentrators who graduated are potential placements in the online reporting system. Failure to submit placement data will impact funding. When an established program has gone four consecutive years without a placement it will be considered unapproved for state funding purposes.

<http://www.azed.gov/cte/forms/>

Secondary Graduate Placement Survey Form

(2018 Graduates)

Enter data in gray areas. Click in the first gray box to begin. Click, tab, or press arrow keys to move through form.

A. DEMOGRAPHIC INFORMATION:

CTDS #: _____

Program CIP: _____

Program: _____

School: _____

SAIS ID: _____

Student Name: _____ ☐ Male ☐ Female

Address: _____

City: _____

State: _____ Zip Code: _____

B. RELIGIOUS MISSION STUDENTS

Are you returning from a religious mission? ☐ YES ☐ NO

If yes, what year did you graduate from high school? ☐ 2016 ☐ 2017 ☐ 2018

C. PLACEMENT INFORMATION: (please check all that apply)

**Note: Student must be placed between October 1 - December 31 of the graduation year.*

Are you enrolled in POSTSECONDARY EDUCATION or ADVANCED TRAINING? ☐ YES ☐ NO

School Name: _____

Does either of these relate to the skills learned in the program listed above? ☐ YES ☐ NO

Are you in the MILITARY? ☐ YES ☐ NO

What branch of the military? _____

Does your job directly relate to the skills learned in the program listed above? ☐ YES ☐ NO

Are you WORKING? ☐ YES ☐ NO

Does your job directly relate to the skills learned in the program above? ☐ YES ☐ NO

If you are working, please provide the following:

Employer/Business Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number (optional): () _____ FAX (optional): () _____

Supervisor/Contact Person: _____

D. CREDENTIAL, CERTIFICATE, LICENSE INFORMATION: (may enter more than one)

Did you apply for a 3rd party credential, certificate, and/or license? ☐ YES ☐ NO

Did you receive a 3rd party credential, certificate, and/or license? ☐ YES ☐ NO

Credential, certificate, licenses titles: _____

Does the credential, certificate, or license relate to skills learned in the program listed above? ☐ YES ☐ NO

Provide credential, certificate, or license # (if applicable): _____

Section 3

Using Performance Measures Reports

A variety of reports summarizing local performance on the Career and Technical Education performance measures are compiled annually using participant, concentrator and placement data. These reports are a valuable resource to use with administrators, teachers and advisory committees. These reports might be a valuable tool for use during an Annual Program Evaluation and should be used to determine program status.

Performance Measures reports: Available in CTE Data Portal annually August 15:

- Performance Measures Summary report
- PM Results by District All Programs (District Level Performance-DLP) report
- PM Results by District by Program report
- PM Results by School All Programs report
- PM Results by School by Program report
- PM Results Graph report
- Performance Measures Secondary State Adjusted Levels of Performance – Three Year Comparison
- Performance Measures District Data Snapshot report
- PM Results for All Student Groups report

Performance Measures Results:

Produces a school-level or district-level one-page report displaying all Performance Measures data for one CTE program. All programs at a school-level or district-level can also be selected. Performance Measures: 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1, 6S2 are included.

The report can be reviewed by:

- PM Results by District All Programs (District Level Performance-DLP) report
- PM Results by District by Program report
- PM Results by School All Programs report
- PM Results by School by Program report

Performance Measures Results Graph Report:

Produces a school-level or district-level one-page graph report displaying all Performance Measures data for one CTE program. All programs at a school-level or district-level can also be selected.

Performance Measures Summary Report:

Produces a summary report displaying Performance Measures data for each CTE program at each school. Each program at each school is listed separately and Performance Measures are calculated separately for each program at each school.

Performance Measures Secondary State Adjusted Levels of Performance – Three Year Comparison:

Produces a district summary report displaying all eight Performance Measures data results for the last 3 consecutive years. Report also includes the SALP levels and 90% SALP levels for the last 3 consecutive years, and also includes the Arizona State levels for the last 3 consecutive years. The report is color-coded to indicate levels of performance and should be printed on a color printer.

Performance Measures District Data Snapshot Report:

Produces a one-page summary report with boxes for displaying the total number of high school enrollment vs. CTE enrollment, numbers of CTE program concentrators and completers, placements who passed their assessment and related placements that passed their assessment, and percent of students who met or exceeded the standards set for the Reading and Mathematics components.

Results for All Student Groups:

Produces a five-page report displaying Performance Measures data by student group (total, gender, race, special populations and NonTrad) for one CTE program at one school. Data for each Performance Measures is reported separately.

**Creating and Implementing an Improvement Plan
for
Performance Measures Not Met**

If a district fails to meet at least 90% of one or more performance measures or show improvement to a previously negotiated local level of performance, the district is required to create and implement an Improvement Plan. Per Section 123(a)(1) of Perkins IV, failure to create and implement an Improvement Plan for performance measures not met could result in loss of funds. To determine whether an Improvement Plan for performance measures not met is necessary, compare the District Level of Performance to measure to 90% State Adjusted Level of Performance (90%SALP) for each of the eight measures.

According to Section 123(b)(1-5) of Perkins IV, districts that fail to meet 90% of the SALP on any measure must submit an Improvement Plan. The CTE GPS staff will provide technical assistance for those districts with a YEAR ONE Improvement Plan on any performance measure to monitor progress. If there is a YEAR TWO of an Improvement Plan, districts will receive increased GPS technical assistance and monitoring for implementing the Improvement Plan.

The Improvement Plan must include:

- The core indicator(s) of performance for which the district failed to meet the 90% threshold.
- If there are categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students, these categories must be addressed to include any geographic, socioeconomic or ethnic anomalies.
- The action steps which will be implemented, beginning in the current program year, to improve the performance levels for those core indicators not met or any categories of students for which disparities or gaps in performance were identified.
- The staff member(s) responsible for each action step.
- The timeline for completing each action step.

The Improvement Plan must be submitted to the state by November 30 of the plan year. The Improvement Plan is imbedded in the body of the Perkins grant application.

**Creating and Implementing a Directed Improvement Plan
for
Performance Measures Not Met for Three Consecutive Years**

If a district fails to meet at least 90% of one or more performance measures for THREE CONSECUTIVE YEARS, the district is required to create and implement a Directed Improvement Plan. According to Section 123(b)(4)(iii) of the Perkins Act:

“the eligible agency may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient's allotment under this title if the eligible recipient fails to meet at least 90 percent of an agreed upon local adjusted level of performance for the same core indicator of performance for 3 consecutive years.”

Districts who fail to meet the SALP for any performance measure for THREE CONSECUTIVE YEARS, will not be penalized by sanction to diminish funding for the CTE programs. A minimum of 10% of Perkins funding should be redirected to provide activities and or resources to improve district performance on the measure. Districts not meeting State Adjusted Levels of Performance (SALP) for any measure for THREE OR MORE CONSECUTIVE YEARS will be required to create and implement a Directed Improvement Plan which will be provided by your GPS.

Upon notification of Year Three noncompliance, a district must:

- Report quarterly to ADE CTE on progress.
- If the performance measure not met is nontraditional participation or completion, 6S1 or 6S2, the district must:
 - Avail themselves of resources to train staff, administration and student expectations related to nontraditional sex participation in the identified and selected programs.
 - Implement other best practices as they are identified to reduce the perceived sex biased behaviors.

A Directed Improvement Plan must include the following:

- The core indicator(s) of performance for which the district failed to meet the 90% threshold for three consecutive years.
- The district's negotiated level of performance for the current year.
- If there are categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students, these categories must be addressed to include any geographic, socioeconomic or ethnic anomalies.
- The action steps which will be, and those that have been, implemented to improve the performance levels for those core indicators not met or any categories of students for which disparities or gaps in performance were identified.
- Perkins and/or other funds allocated to increase performance level.
- The staff member(s) responsible for each action step.
- The timeline for completing each action step.

Scenarios

Submitting Data for Alternate Enrollment

A student who attends an alternate enrollment scenario is one who attends CTE courses offered at another campus (offsite). A student may begin taking courses in a program at the school of residence and proceed to take additional courses in the same program offsite or take the entire coherent sequence of courses offsite. An offsite campus might be another high school within the same district, a Career and Technical Education District (CTED), a skill center or a college campus. A school may have students enrolled in various enrollment scenarios. To determine the scenario that applies, read each description below:

- **Scenario 1: Students enroll in a program offered at a CTED Central site** – The district (school of residence) will be responsible for reporting course enrollment, participants, concentrators and placements as articulated to the CTED Central site. The coherent sequence will show all courses being offered in each program at the school of residence as articulated to the CTED Central program CTDS. The district (school of residence) is also responsible for ensuring that end-of-program assessments are administered to the articulated CTED Central students.
- **Scenario 2: Students enroll in a program offered at EVIT Main Campus** – EVIT Main Campus will be responsible for reporting course enrollment, participants, concentrators and placements. The coherent sequence will show all courses being offered in each program at EVIT Main Campus. EVIT is responsible for ensuring that end-of-program assessments are administered to EVIT students. *Note: Although EVIT is a CTED, it is different in that it has a Perkins Grant and must provide data as it relates to the Perkins Act of 2006.
- **Scenario 3: Students enroll in a CTE program at the school of residence that articulates to a postsecondary public/private institution—all CTE courses in the program are taught at the postsecondary institution** – The district (school of residence) will be responsible for reporting course enrollment, participants, concentrators and placements as articulated to the postsecondary public/private institution. The coherent sequence will show all courses as articulated to the postsecondary public/private institution. The district (school of residence) is also responsible for ensuring that end-of-program assessments are administered to the articulated students.
- **Scenario 4: A school of residence offers some courses in a program but sends articulated students to an offsite campus for upper level courses at another high school or postsecondary public/private institution** – For the course(s) taught at the school of residence, the school of residence will be responsible for reporting course enrollment and participants. For course(s) taught at the postsecondary public/private institution, the district (school of residence) will report the course enrollment as articulated to the postsecondary public/private institution. The district (school of residence) will also be responsible for reporting the school of residence of the participants, concentrators and placements as articulating to the postsecondary public/private institution. The coherent sequence will show course(s) taught at the school of residence and will also show course(s) taught at the postsecondary public/private institution as articulated. The district (school of residence) is also responsible for ensuring that end-of-program assessments are administered to the articulated and school of residence students.

Several of these scenarios may apply to different groups of students. These scenarios will assist in setting up district records.

Glossary

ACADEMIC CREDIT – Credit earned within a CTE program that contains sufficient academic content and has been approved by the district/school board to fulfill an academic requirement. The credit earned must appear as CTE credit on the student transcript.

ACTIVE DATE – The date that a course first went “active” in course enrollment and the LEA began reporting enrollment counts for that course.

ANNUAL PROGRAM EVALUATION – The systemic review of the worth or merit of a program as required in Federal Perkins law and the Arizona revised statute.

ARTICULATED STUDENT – A student who is enrolled in a CTE course that is provided by another entity (other than their school of residence) in an approved CTE program. The student may begin taking courses provided by the school of residence and then proceed to take further courses in the same program with another entity (ex. another high school within the same district, a Career & Technical Education District, a skill center or a community college). A student may also enroll and take the full coherent sequence of an approved CTE program with an entity other than the school of residence. The physical location of where the course is offered is not a consideration, rather, who is responsible for providing services to the student. For example, it is not uncommon for a CTED to have space on the physical campus of the school of residence to teach CTE course(s). Students attending the CTED classes in this example would be considered articulated.

CAREER AND TECHNICAL EDUCATION APPROVED PROGRAM – A coherent sequence of instruction designed to deliver all state-designated program standards for any program on the CTE Program List. A program is directly related to preparing individuals for employment in an occupation or a pathway to postsecondary education. Approved and conditionally approved programs qualify to apply for state and federal funding.

CAREER AND TECHNICAL EDUCATION DISTRICT (CTED) – A district that is formed to work in partnership with area high schools to deliver CTE programs.

CARNEGIE UNIT – One unit of transcribed credit awarded in grades 7-12 for a minimum of 120 classroom hours of instruction, representing one year’s study in any subject.

CIP CODES (CIP) – The Classification of Instructional Programs is the U.S. Department of Education’s standard educational program classification system. It includes a uniform numbering system and description of educational programs.

COHERENT SEQUENCE OF COURSES – A comprehensive series of courses required for a CTE program.

COHORT YEAR – The school year in which the student entered the baseline group used for computing completion rates (e.g., high school, program).

CONCENTRATOR – A concentrator is a secondary student who has transcribed two (2) or more Carnegie Units/credits in a state-designated sequence in an approved Career and Technical Education Career Preparation program. The Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook. A concentrator is not counted in performance measures until they leave school (graduate, drop out, etc.). Transfers are not counted.

CTDS – County/Type/District/School code. The school number must be accurate to ensure data is correctly credited to the school. Contact the CTE Grants & Accountability or CTE Fiscal Units, (602) 542-7881 or (602) 542-5485, for school CTDS information.

DIRECTED IMPROVEMENT PLAN – An Improvement Plan to address performance measures not met at 90% of the negotiated level of performance for three or more consecutive years. Progress reports are due quarterly.

DUPLICATED COUNT – One student may be enrolled and counted for data collection purposes in more than one course. Duplicated student count is used when completing Course Enrollment 40th and 100th Day Reports. A student who concentrates in more than one program may be reported as a concentrator in all programs. For performance measures, the concentrator federal record is used and produces an unduplicated count.

ENROLLMENT REPORTING – The 40th and 100th Day Enrollment Reports provide essential information affecting program eligibility for federal and state CTE funds. It is important that districts submit reports and verify the accuracy of the reported information by the due dates. These reporting and verification deadlines are:

EXEMPTION REQUEST – The formal procedure to request, for one year, an exemption for one or more of the essential program requirements for an approved CTE program. Any program requesting an exemption must provide evidence-based information to support the exemption request. Evidence can include, but are not limited to, historical program performance outcomes or additional information showing the missing program requirement has been corrected or resolved. The electronic Exemption Request submission form is located inside the CTE Data Portal.

IMPROVEMENT PLAN – Perkins 2006, Section 123(b)(2) requires that an Improvement Plan be written to address any performance measures that do not meet at least 90% of the negotiated level of performance for any performance measure.

INDUSTRY CERTIFICATION – Certifications indicate mastery of or competency in specific knowledge skills or processes that can be measured against a set of accepted standards. Industry Certifications are sought by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes

INDUSTRY LICENSURE – A license is legal permission, typically granted by a government agency, to allow an individual to perform certain regulated tasks or occupations.

INTERNSHIP – A CTE Internship is a method of work-based learning experience to connect classroom learning to work activities. It follows the sequence of courses in an approved CTE program. It provides students an opportunity to engage in learning through participation in a structured work experience that involves the application of previously developed CTE knowledge and skills. The internship must be directly related to the CTE program where the credits were earned and offers both paid and unpaid work experience.

LEA - LOCAL EDUCATION AGENCY – A board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district or political subdivision in a state or any other public educational institution or agency having administrative control and direction of a CTE program.

LEAVE CODES – Valid leave codes will be used in the calculation of performance measures. Leave codes include withdrawal codes and/or year-end status codes.

NON-ARTICULATED STUDENT – A student who is enrolled in a CTE course offered by the school of residence in an approved program. A student may begin taking courses in a program at the school of residence and proceed to take the entire coherent sequence of courses from this entity.

NONTRADITIONAL PARTICIPATION – Enrollment in CTE programs for which individuals from one gender comprise less than 25% of the individuals employed in the workforce.

NUMBER OF WEEKS – Funding is also based on the number of weeks a course is offered. Valid values are 6-22.

PARTICIPANT – A secondary student who has earned one or more transcribed Carnegie Units/credits in the same CTE program in the reporting year.

PLACEMENT – State funding to districts generated by CTE concentrators who have graduated. Their status will be verified by an appropriate survey response to ADE CTE. Any of the following count for placement funding:

- Enrollment in related postsecondary education or advanced training
- Serving in active military duty in a related program
- Employment in a program-related position

Related Placement

A related placement is one that directly uses or builds on the Career Preparation standards acquired in the graduated CTE concentrator student's high school CTE program. The placement may be in postsecondary education or training, employment or military service. A related placement for any valid concentrator from the previous school year, earns funding paid from the State Priority (Block) Grant. A student can only be paid once for related placement.

Placement Survey

A follow-up survey that is conducted on all high school CTE concentrator graduates that left school in the year they graduated. CTE concentrators are surveyed for placement status between October 1 and December 31. CTE concentrator records are updated with placement information to the CTE Online System – Placement Survey. Valid placement surveys are records that provide all of the required information and are supported by acceptable local documentation. Only valid surveys will apply toward performance measures and placement funding.

RACIAL AND ETHNIC CODES – Required information that identifies racial or ethnic groups for reporting purposes.

Ethnic Categories

- Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can also be used in addition to “Hispanic or Latino.”
- Not Hispanic or Latino

Racial Categories

- American Indian or Alaska Native: A person having origins in any of the original peoples of North, Central, or South America, and who maintains tribal affiliations or community attachment.
- Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. (Note: Individuals from the Philippine Islands have been recorded as Pacific Islanders in previous data collection strategies.)
- Black or African American: A person having origins in any of the black racial groups of Africa. Terms such as “Haitian” or “Negro” can be used in addition to “Black or African American.”
- Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

SAIS NUMBER (State Student ID) – ADE generated identification number issued to each student enrolled in public education in the State of Arizona. Its purposes are consistent and accurate calculations of student counts, planning and policy analysis for ADE and support for academic achievement research.

SALP - STATE ADJUSTED LEVEL OF PERFORMANCE – An annually quantifiable and measurable indicator of performance negotiated between ADE and the Office of Vocational and Adult Education.

SCHOOL OF ATTENDANCE (SOA) – The entity which provides student CTE courses. If the school of attendance is different from the school of residence, the courses a student takes should show as articulated in the school of residence coherent sequence of courses.

SCHOOL OF RESIDENCE (SOR) – The school that maintains the student's transcript. A student may attend CTE courses with the school of residence, if offered, or attend courses offsite. The school of residence has the SAIS reporting responsibility for this student.

SPECIAL POPULATIONS – In order to provide specific federal data as required by the Consolidated Annual Report (CAR), eligible categories of students who are participating in Career and Technical Education (CTE) must be reported as Special Populations students. All students in these categories who participate in CTE must be reported. Students should be reported in categories based on documentation in the student's permanent record and/or using the district's student demographic database, such as SAIS.

Individuals with Disabilities (Handicapped)

A student with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102) as follows:

- A physical or mental impairment that substantially limits one or more of the major life activities of that individual;
- A record of such an impairment;
- Or being regarded as having such an impairment.

Includes those students evaluated under IDEA and determined to be in need of special education and related services and any individual considered disabled under Section 504 of the Rehabilitation Act of 1973.

Limited English Proficiency (LEP)

A secondary school student, an adult or an out-of-school youth, who has limited ability in speaking, writing or understanding the English language and:

- Whose native language is not English; or,
- Who lives in a family or community environment in which a language other than English is the dominant language.

Economically Disadvantaged

A family or individual including foster children, whom the Local Education Agency identifies as low income (on the basis of uniform methods described in the State ESEA plan). Examples of eligibility definitions include:

- Annual income at or below the official poverty line;
- Eligibility for free and reduced school lunch;
- Eligibility for Aid to Families with Dependent Children or other public assistance programs; and,
- Eligibility for participation in programs assisted under Title I of the Workforce Investment Act.

Single Parent

Any student who:

- Has custody; and,
- Responsibility for the support and care of one or more dependent children under the age of eighteen in the same residence.

Note: For eligibility purposes, a person who provides child support, but no custodial care is not considered a single parent. Single pregnant women are eligible for services.

Nontraditional

A student enrolled in a Career and Technical Education program that has been identified as a nontraditional program for his or her gender.

STANDARDS – CTE standards specify the occupational knowledge, skills and abilities validated by business and industry for workforce success and postsecondary education/training. The Career Preparation technical standards are used for the technical skill assessment for Performance Measure 2S1 Technical Skill Attainment.

STATE PRIORITY GRANT – The Arizona State appropriation to be used to promote improved student achievement by providing CTE programs with supplemental funding, which is linked both to numbers of pupils in such programs and to numbers of students with successful outcomes. The formula for the State Priority Grant is 75% enrollment and 25% related placement.

STATEMENT OF ASSURANCE – A district provides assurance to ADE that it has read, understands, and affirms that the district accepts and commits to abide by the federal Carl Perkins Grant Program, Fiscal and Accountability Assurances, which is a requirement on a district's federal Perkins Grant Application. CTEDs have a separate Statement of Assurance that must assure that each program/sequence of courses reported for CTED Average Daily Membership (ADM) meets the requirements of ARS § 15-391.5.

UNDUPLICATED COUNT/ENROLLMENT – A student is counted only once, even if that student is enrolled in and reported as a CTE concentrator in more than one program. Unduplicated student count is used in the Federal Perkins Participant-Concentrator Reports.

UNDUPLICATED PROGRAM REPORTING – Unduplicated reporting is required on the federal participant, concentrator and placement reports. It is possible to enter duplicate CTE participant, concentrator or placement records as state records. Suggested guidelines for determining when to report a student who is enrolled in more than one program as a federal unduplicated record include:

- Reporting the student when they represent the minority gender in a nontraditional program;
- Reporting the student based upon a declared career goal;
- Reporting a student based upon the most credits achieved in a CTE program; or,
- Reporting a student based upon their latest CTE program credits achieved

WORK-BASED LEARNING - “Strengthening Career and Technical Education for the 21st Century Act” definition – The term ‘work-based learning’ means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

Arizona Work-based Learning Guide definition as approved by the Arizona State Board of Education

Work Based Learning (WBL) experiences allow students to develop professional skills to enhance their employability. These experiences can occur either at a school or an industry site. WBL allows students to apply classroom learning in a hands-on experience at a worksite.

Cooperative Education

Cooperative education (Co-op) is an advanced method of career development that provides the opportunity for both technical application and professional skill development. Co-op requires a scheduled class period during the day to specifically teach professional skills. Cooperative Education Teachers Leave must be certified with a Cooperative Education, K-12 Endorsement along with an appropriate CTE Certificate.

Diversified Cooperative Education

Diversified Cooperative Education (DCE) is similar to the Cooperative Education Program in its makeup. The difference is that there is one teacher responsible for students within multiple program areas, whereas cooperative education involves only one program. DCE programs are usually broken up by a broad category of programs.

Internships

A CTE Internship is the final course in the sequence of courses of an approved CTE program. The CTE Internship provides CTE students an opportunity to engage in learning through participation in a structured work experience that involves the application of previously-developed technical skills and practical application of previously-studied theory through a combination of coursework and part-time experience for which school credit is awarded.

Clinicals

Structured clinicals provide students with the opportunity to apply classroom learning to real situations, develop core competencies needed to make the transition from the classroom to the workplace and are based on observation and care of patients at different stages of medical practice.

Supervised Agricultural Experiences (SAE)

An SAE is a practical application of classroom concepts designed to develop skills in agricultural-related career areas and provide real-work experiences.

Apprenticeships

Registered Apprenticeships involve learning by performing on the job and through related technical instruction. On-the-job training and related technical instruction are both vital elements required for a Registered Apprenticeship program.

School-Based Enterprises

A School-Based Enterprise (SBE) is an entrepreneurial operation in a school setting that provides goods and/or services to meet the needs of the market.

Mock Business/Industry Projects

A variation on the School-based Enterprise include projects developed to market items or services from a variety of CTE programs on campus and provides direct experience with industry standards.