CTE Administrators Meeting

FEBRUARY 7, 2019

Learning that works for Arizona
CTE™

ACOVA

Amanda Shively, President

Save the Date –

Camp M & M
Hacienda Del Sol
July 13, 2019

Highlights to include:

*A deep dive into recruiting & retention in CTE programs with guest presenter: Mark Perna

*Networking time with your CTE Administrator colleagues and ADE staff members

*Announcement of the Spirit of ACOVA Award Recipient

Postsecondary

Dr. Karla Phillips, AOAC President

AOAC
Arizona Occupational Administrators Council
February 7, 2019

- Goals:
  - Developing Clear pathways from H.S. to Community College to University
  - Developing paid internships and apprenticeships
- Challenges –
  - building CC Enrollments in a strong economy
  - Attracting more students back to the skilled trades
  - Attracting and keeping quality faculty

CTE Month is Here!

- Governor's Proclamation
- ACTEAZ Website
  - Promotional Flyers
  - Resources
  - Advocacy Contact Form

CTE MONTH®

OPPORTUNITIES FOR CAREER SUCCESS

Summer Conference – CTE: The Power of Infinite Possibilities

- Hotel Reservations open on March 11, 2019
- Preview of all sessions scheduled to go live March 18, 2019
- Registration is scheduled to go live March 25, 2019

Awards and Scholarships

All Nomination Forms are due February 18, 2019.

Scholarship Auction will be held at Midwinter Conference!

Region V National Award Winners:

Shelly Thome

Jeanne Roberts

Meg Gianesello

Junior High Survey

Dennis Esparza, who is our ACTEAZ Junior High Representative on our Board, is working on providing more Professional Development Training for Junior High Teachers

Please fill out the Survey on your table

Turn in to the ACTEAZ Table to be put in a drawing for a $25 Gift card !!!

CTE National Honor Society

- CTE National Honor Society Materials are on the ACTEAZ Table
- Please take some materials and share with your teachers
- Great opportunity for students

Premier Series Courses Delivered

September 2018 – January 2019

Course Title	*Participants*	*Delivered*
Classroom Management	54	2
Chandler	16	
GIFT	38	
Formative Assessments	39	2
Chandler	19	
Chandler	16	
Instructional Best Practices	10	1
Florence	10	
Lab Safety and Management	30	1
Tempe	30	
Using Advisory Councils Effectively	35	2
WAVE	22	
MIJTED	13	
Using Rubrics to Increase Student Success	31	1
Yuma	31	
TOTAL	**199**	**9**

Premier Series Courses Upcoming

Course Title	*Location*	*Date*
CTE Essentials	VACTE	2/8/2019
Serving Exceptional Students in CTE	WAVE	2/20/2019
Technical Reading/Performance Literacy	YUMA	3/15 -3/16/2019
Instructional Best Practices	MICTED	3/22-3/23/2019

Visit the ACTEAZ Professional Development website for courses offered and registration information.

Premier Series Survey

- How can we serve you?
- Please return your completed surveys to the ACTEAZ Premier Series table before lunch to be entered in a give-away.

FALL TESTING RESULTS

CONGRATULATIONS TO THE STUDENTS WHO PASSED THE FALL TECHNICAL SKILLS ASSESSMENTS. OF THE 2,001 STUDENTS WHO TOOK THE TEST, 1,600 PASSED. THAT'S 80%!

SPRING TESTING

REGISTRATION---MARCH 4 THROUGH MARCH 19

TESTING PERIOD---MARCH 20 THROUGH APRIL 26

STUDENT CERTIFICATES MAILED---APRIL 29 THROUGH MAY 7

WHAT YOU TOLD US

(source: TSA Survey)

61% AGREE	67% AGREE	71% AGREE
DASHBOARD EASY TO USE AND ASSESSMENT RESOURCES ARE HELPFUL	STUDENTS VALUE THE CONGRATULATORY LETTER AND CERTIFICATE	ASSESSMENT DATA IS USED TO EVALUATE INSTRUCTIONAL INSTRUCTION

CTSO

Julie Ellis, Team Lead and FBLA State Adviser

- Calendar of Events for the 2019-2020 school year
- New Adviser Training flyer
- SkillUSA Update: Please direct all information/concerns to Julie.Ellis@azed.gov

The next CTE Administrators Meeting is in Tucson at Loews on July 14, 2019

2019 ACTEAZ SUMMER CONFERENCE

Cathie Raymond, State CTE Director, Deputy Associate Superintendent

Welcome and Introductions

Goal of today's meeting:
Prepare for 2020 Grants

Strategic Plan Update:

Team incudes teachers, former student and CTSO national officer, CTE directors, postsecondary, business and industry, ACTEAZ, ACOVA, CTEDs, and ADE staff.

Meetings held: May 8, September 12, October 30 of 2018 and January 31, 2019

Objectives were developed and strategies discussed. Team may decide to have sub-committees to determine strategies.

Arizona Career and Technical Education

Vision:

Develop Arizona's competitive workforce through the power of Career and Technical Education.

Mission:

Career and Technical Education will engage Arizona learners in relevant experiences leading to purposeful and economically viable careers.

CTE Presidential Scholars Nominees

- Adrian Kwaitkowski Red Mountain Mesa Bioscience
- Geethika Ameneni Red Mountain Mesa Bioscience
- Mac Mc Graw Paradise Valley HS Bioscience
- Miranda Cain Sunnyslope Glendale Business Ops
- Ruth Nyagaka Williams Field Higley Marketing

Summer Conference

- Please invite Special Education Teachers AND Counselors to attend. You may use Perkins funding
- Double program sessions to increase teacher awareness of standards and preparing for the Technical Skills Assessment. Encourage teachers to attend as they will analyze assessment data and share best practices.

Perkins V

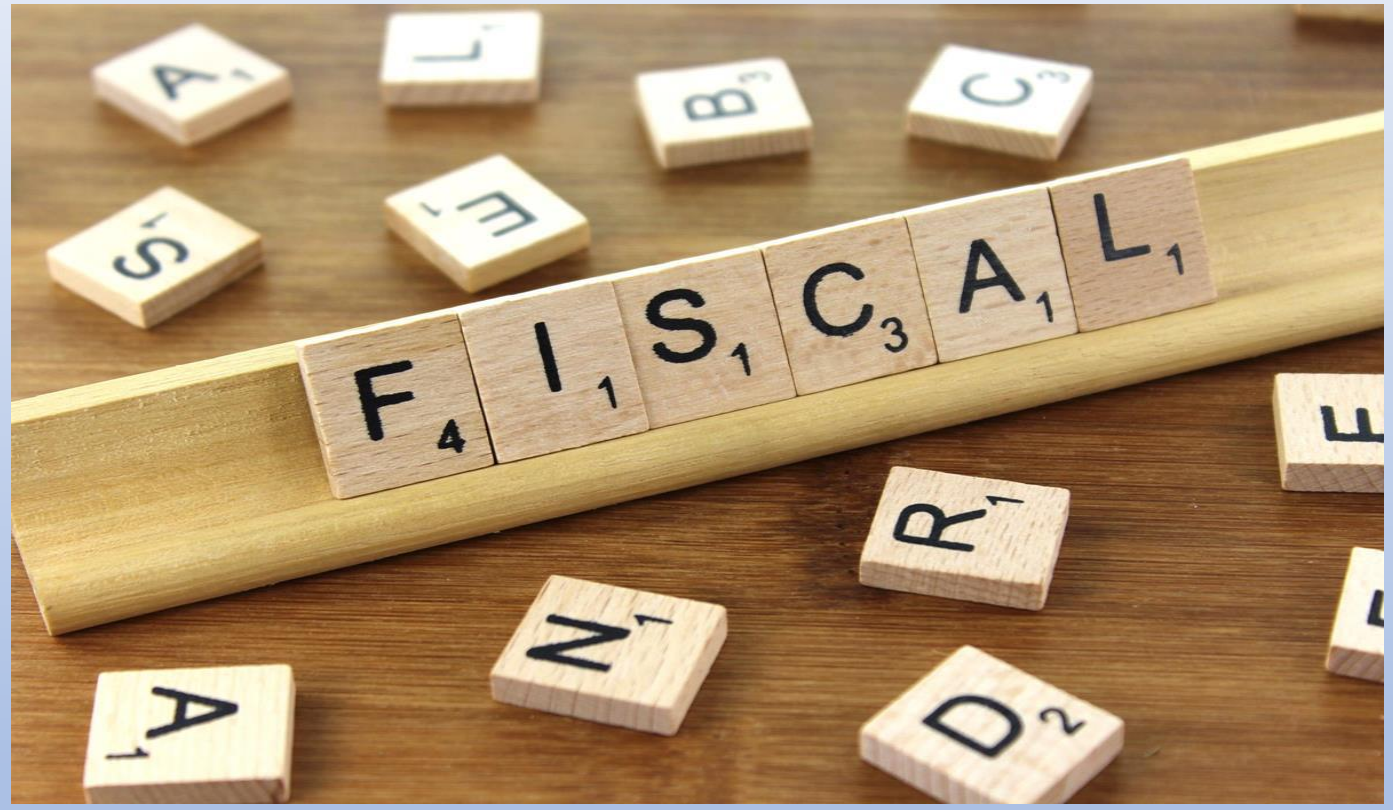
- Transition Plan has been completed and has been sent to the Governor for his signature.
- Invite required stakeholders to participate in developing the State Plan
- Consult with Governor
- Conduct hearings
- Submit State Plan to OCTAE by 3/1/2020
- Effective start date of the 4 year plan is 7/1/2020

THE LATEST GREATEST 2020 CTE APPROVED PROGRAM LIST

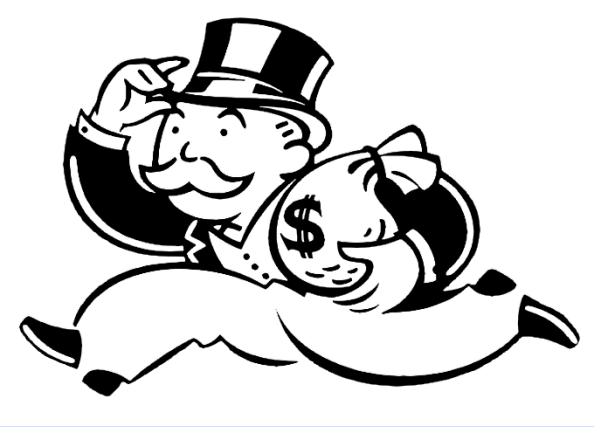
2020 PROGRAM LIST-HIGHLIGHTS

- Available on the ADE CTE website http://www.azed.gov/cte/programs/

- Based on AZ Office of Economic Development, labor market data-high skill, high wage, in-demand
- 56 total approved programs
- 12 discontinued programs due to incorporation into other CTE programs or lack of LMD


FISCAL

2019 Perkins Funding



- FY2018 Carryover to be Added by March 1st
  - Secondary-- $1.3 million divided
  - Down by approximately $1 million due to CR's lacking approval
  - Second round of carryover in May 1st

  - Postsecondary-- $172,000
  - Down by approximately $153,000 due to CR's lacking approval

- Will put grant application into Revision Status if approved
- If in Revision Status already, please include new $ into budget
- CR's critical to getting funds out quickly!

2019 CTE State Priority Funding

- Hold-back being added to FY19 State Priority Grants
  - Approximately $57,000 added on a prorated basis
  - Again, will kick application into Revision Status if approved
  - If currently in Revision, please make sure to add to your budget

IMPORTANT REMINDER:

- Last day to submit a Payment Request is June, 19th 2019 (do not wait)
- Ask for an advance to cover expenditures through the end of June—must provide GME documentation
- No final payment from the CTE Priority Completion Report as the funds are already liquidated after June 30th
- We **MUST** spend all of the funds– MOE for federal dollars!!!

FY20 Federal Perkins Funding

Preliminary Arizona Allocation- $30,285,548

- If remains the same, increase of $1.6 million
- Created a budget as part of transition plan

Secondary, Postsecondary and Corrections allocations sent to GME

- March 1st Grant Opening
- Initial allocations= % of funding AZ received last year
- Will provide notification of full allocation by early May (possibly earlier)
  - Wait on GAN letter from feds
  - Allow you to better plan

Base Allocation added to grants late August

Heads Up– Pre-Award Costs

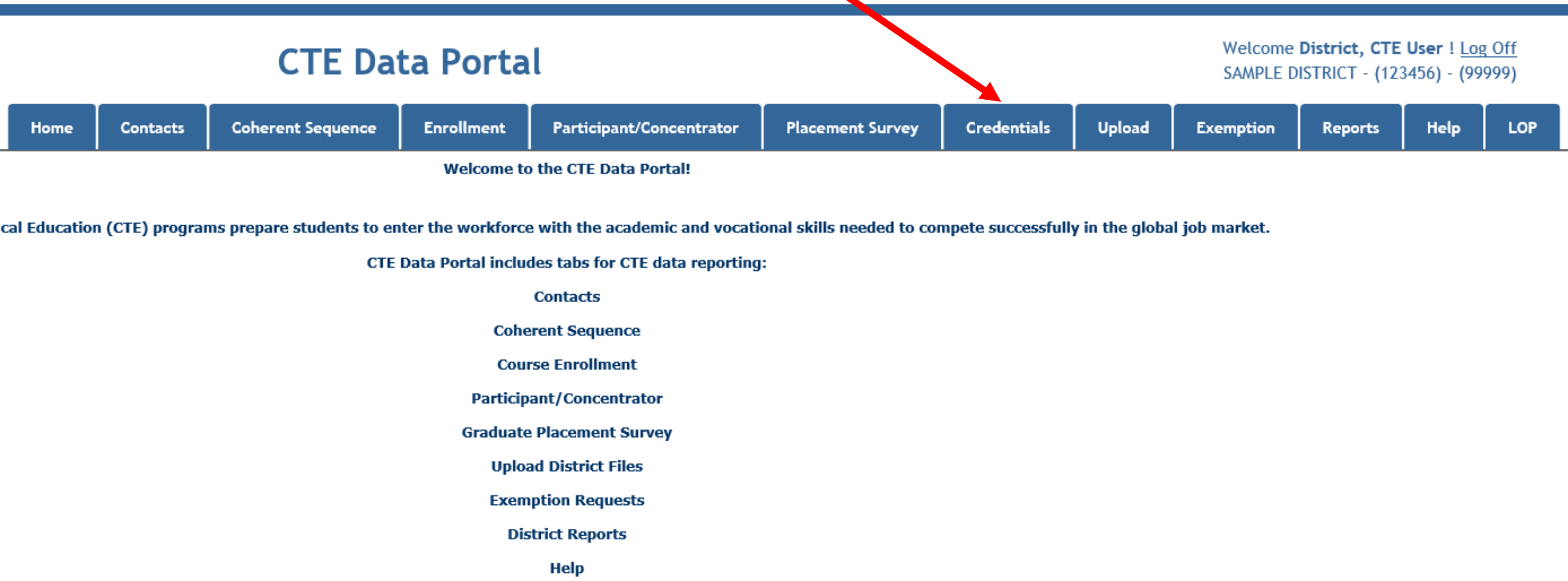
- If you submit your federal grant after July 1st and,
- If you receive final “CTE Director Approval” after that
- Upon your first payment request, GME will be asking for a justification for Pre-Award Costs
- Pre-Award Costs are those costs incurred for the project after the grant “start date” but before final approval received

Payment Requests:

- Please request funds on grants at least quarterly
- GME is approving payment requests
- Still are assigned a CTE Fiscal Specialist
  - ❑Provide quarterly reminders from fiscal staff if no request received

EXIT 23
ACCOUNTABILITY
STRAIGHT AHEAD

New: Credentials Tab



Credentials Tab--Phase One: 2019

- To add a student on the Credentials tab, they must already be:
  - Participants-Concentrators
  - Placements
- Only area currently that is at the student level
- The ability to enter a credential has been closed in these two areas
- Can only enter credentials in new tab now
- Will still be able to view credential information here

2019 Participant Concentrator

Change Student | Back to List

Student Information

[redacted] **Grade:** 12 **Cohort Year:** 2019 **Race:** White **Ethnicity:** Non-Hispanic/Latino **Student Enrollment Status:** G **Special Population Status:**

School Of Residence: Agua Fria High School (070516201) **School Of Attendance:** Agua Fria High School (070516201)

CTE Carnegie Units earned in fiscal year

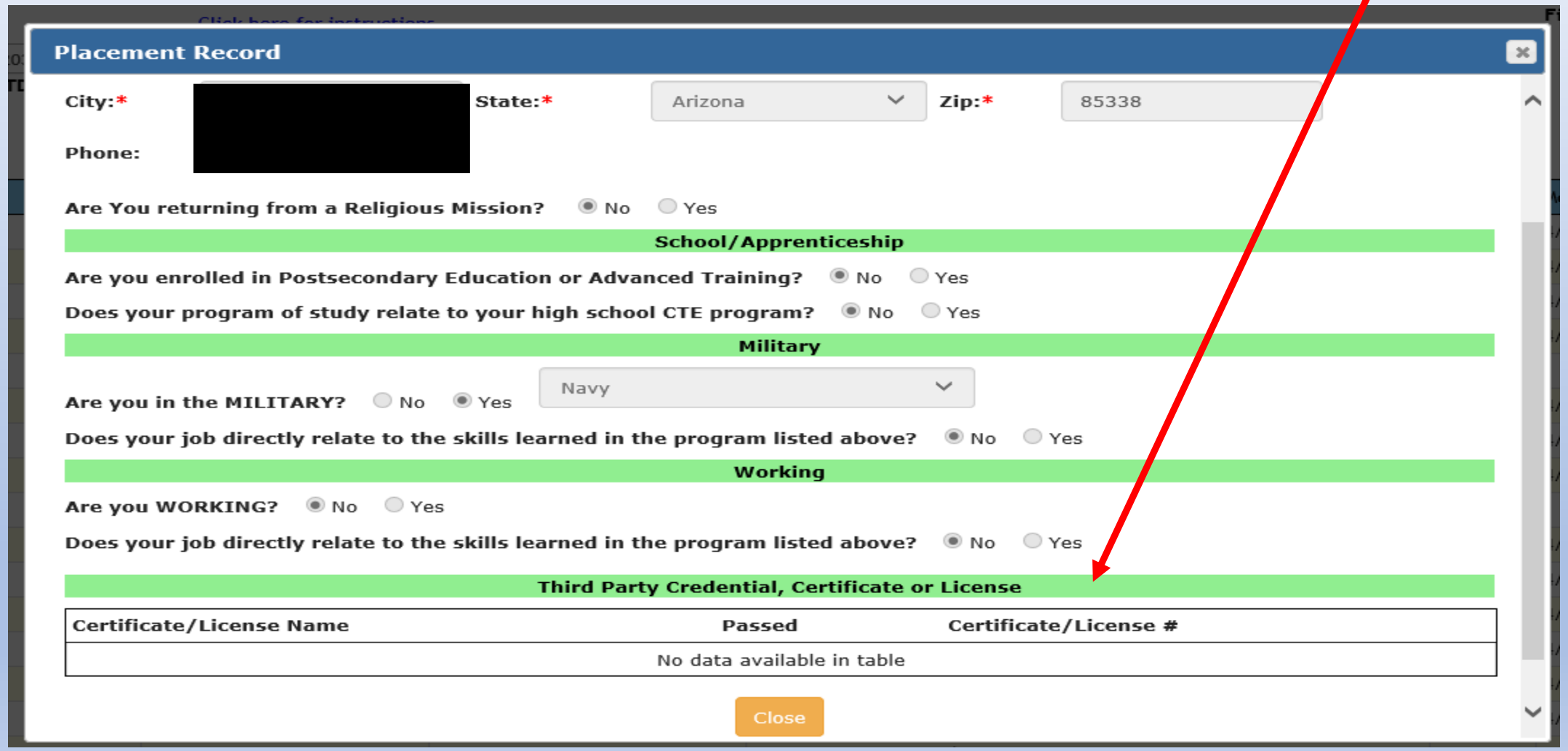
Create New	Program Name	F/S	Total CU	2019	2018	2017	2016	2015	.10 Intro Course	CU Units Required	CTE Assessment Data
Modify Delete	10020030 : Graphic and Web Design	S	1	0	1	0	0	0	0	3	
Modify Delete	43010000 : Law and Public Safety(NT-F)	F	1	0	0	1	0	0	0	2	

Showing 1 to 2 of 2 entries

Credential, Certificate or License

Program Name	Certificate/License Name	Passed	Certificate/License #
No data available in table			

Can Still View Credential Info on Placement Page



Placement Record

City:* [redacted] State:* Arizona Zip:* 85338

Phone:

Are You returning from a Religious Mission? No Yes

School/Apprenticeship

Are you enrolled in Postsecondary Education or Advanced Training? No Yes

Does your program of study relate to your high school CTE program? No Yes

Military

Are you in the MILITARY? No Yes Navy

Does your job directly relate to the skills learned in the program listed above? No Yes

Working

Are you WORKING? No Yes

Does your job directly relate to the skills learned in the program listed above? No Yes

Third Party Credential, Certificate or License

Certificate/License Name	Passed	Certificate/License #
No data available in table		

Close

Credentials Tab- Main Page

Learning that works for Arizona CTE

CTE Data Portal

Welcome **District, CTE User** ! Log Off
Agua Fria Union High School District - (070516) - (4289)

Home | Contacts | Coherent Sequence | Enrollment | Participant/Concentrator | Placement Survey | Credentials | Upload | Exemption | Reports | Help | LOP

Credential 2019

Click here for instructions

Fiscal Year: 2019

School Name: Desert Edge High School (CTDS: 07-05-16-203)
District Name: Agua Fria Union High School District (CTD: 07-05-16)

Add Student Credential

Show 50 **entries**

Search:

Action	SUID	Student Name	Grade	Program Number	Program Description	Credential Name	Passed	Recent Credential Year	Modified Date
No data available in table									

Showing 0 to 0 of 0 entries

Previous Next

Adding New Student Information

Learning that works for Arizona CTE™

CTE Data Portal

Welcome **District, CTE User** ! Log Off
Agua Fria Union High School District - (070516) - (4289)

Home | Contacts | Coherent Sequence | Enrollment | Participant/Concentrator | Placement Survey | Credentials | Upload | Exemption | Reports | Help | LOP

2019 Credentials

Change Student | Back to List

Student Information

[redacted] **Grade:** 10 **Cohort Year:** 2021 **Race:** White **Ethnicity:** Non-Hispanic/Latino **Student Enrollment Status:** E1 **Special Population Status:**

Credential, Certificate or License

School	Program Name	Certificate/License Name	Passed	Certificate/License #	Fiscal Year	Action
	* - Select Program Name -	* - Select Certification Name -	* ○ Yes ◉ No			Create
Desert Edge High School	01010030 : Plant Systems (NT-F)	Arizona Agriculture Skills & Competencies Certificate	YES		2019	Modify Delete
Desert Edge High School	01010030 : Plant Systems (NT-F)	Arizona Certified Nursery Professional (ACNP)	YES		2019	Modify Delete

New Credentials Report- District & School Levels

AZ Department of Education
Career and Technical Education

Student Credential Summary Report

District Name	School Name	Program Number	Program Desc	JTEDFunding Status	Last Name	First Name	SUID	Credential Earned	Passed	Male	Female	09	10	11	12	Hispanic/Latino	American Indian	Asian	Black	White	Pacific Islander	Two or More Races	Special Needs	Econ Disadv	Single Parent	Nontrade Gender	Out of Workforce	LEP	Homeless	Foster Care	Military Parent Active Duty	SBE Approved A-F CCRR	CTED Industry Credential	Community College Certificate
EVIT CHANDLER	EVIT - Chandler High School (070801003)	12050000	Culinary Arts	TRUE	AAAAA	AAAAA	11111111	Food Handler Card Level 1	1	0	1	0	1	0	0	0	0	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	0
EVIT CHANDLER	EVIT - Chandler High School (070801003)	12050000	Culinary Arts	TRUE	BBBBB	BBBBB	22222222	Food Handler Card Level 1	1	1	0	0	0	0	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	1	1	0
EVIT CHANDLER	EVIT - Chandler High School (070801003)	12050000	Culinary Arts	TRUE	CCCCC	CCCCC	33333333	Food Handler Card Level 1	1	1	0	0	0	0	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	1	1	0
EVIT CHANDLER	EVIT - Chandler High School (070801003)	12050000	Culinary Arts	TRUE	DDDDD	DDDDD	44444444	Food Handler Card Level 1	1	1	0	0	0	1	0	0	0	0	0	0	0	2	0	1	0	0	0	0	0	0	0	1	1	0

Column Headings (left to right): District Name; School Name; Program Number, Program Description; JTED Funding Status; Last Name; First Name; SUID; Credential Earned; Passed; Male; Female; 09; 10; 11; 12; Hispanic/Latino; American Indian; Asian; Black; White; Pacific Islander; Two or More Races; Special Needs; Economically Disadvantaged; Single Parent; Nontraditional Gender; Out of Workforce; LEP; Homeless; Foster Care; Military Parent Active Duty; SBE Approved A-F CCRR; CTED Industry Credential; Community College Certificate

Phase Two- Credentials Tab

- FY19 Credentials will be open through September 30, 2019
- FY20 Credentials tab will open in July, 2019 and remain open through September 30, 2020.
- FY20 Credentials tab will be tied to Student Level Enrollment information
- If a student is enrolled in a course/program, credential information may be added.
- Beginning with FY20, the Credentials tab will remain open for 15 months with a three month overlap in years during July, August & September.

Preparation for Student Level Enrollment Data

- Currently working with the Student-Teacher-Course (STC)ADE-IT team
  - Met to crosswalk CTE data needs with current data elements
  - New fields are needed for “Student Information Systems”
  - ADE will be communicating with vendors regarding new CTE fields
  - Begin talking with your registrar regarding this change-- awareness
  - Instructions will be developed and communicated

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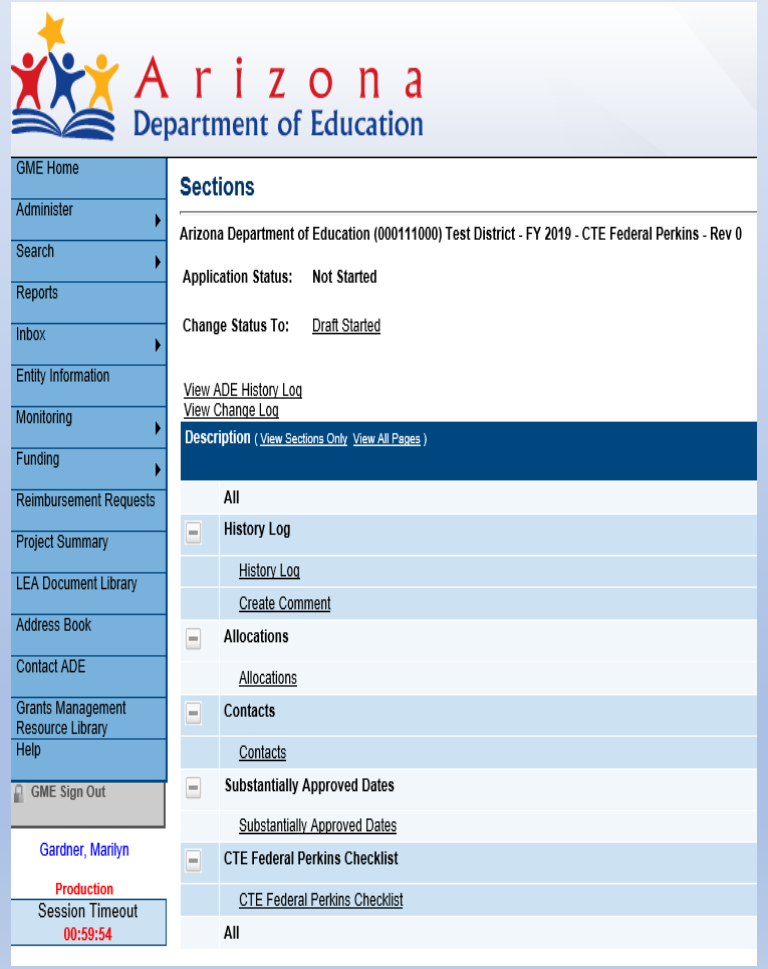
Grants– Changes FY20

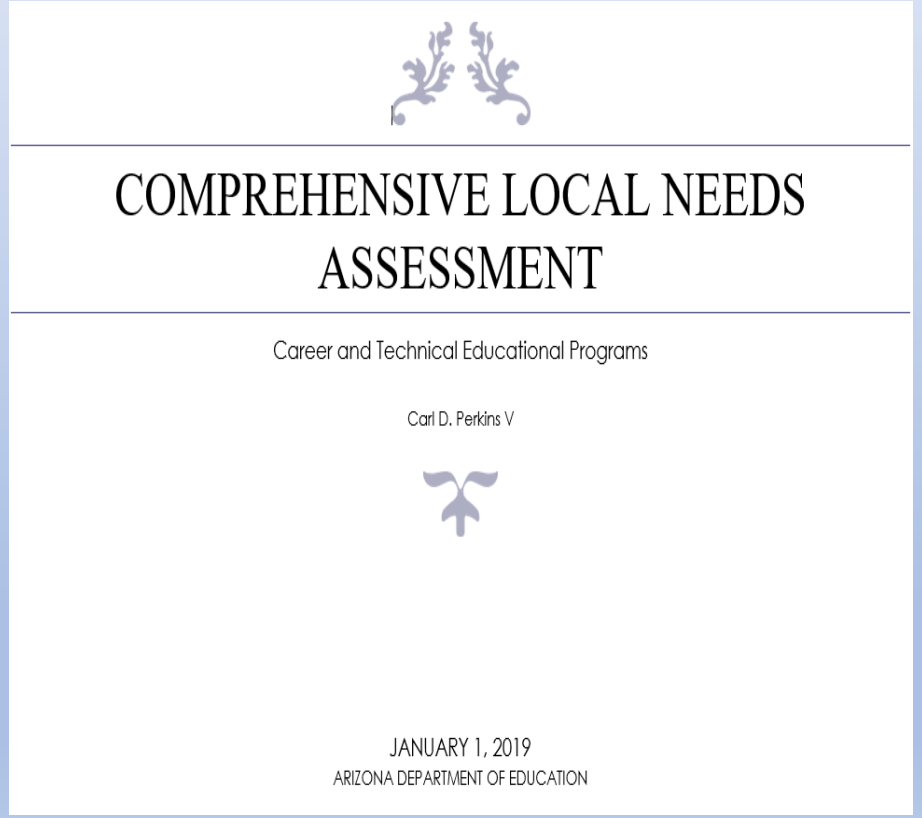
- Consortia Grants are being discontinued for FY20 (federal funds)
- Consortia III Grants are being discontinued for FY20 (state funds)
  - Funds will go back out as assistance to schools
- Nontraditional Grant application returning to contract status rather than grant
- Capital Equipment Purchases ($5,000 per item or >)
  - Will be in the main body of the grant applications rather on a spreadsheet in Related Documents
  - Must still indicate all of the same information as before
  - Equipment Supply Purchases (<$5,000 per item) still uploaded on spreadsheet in Related Documents

Grants– Changes FY20

- Midyear Narratives have been removed from the objectives section
- Special Population Access/Participation Report discontinued
- Numerous changes to the Assurances and Desk Monitoring sections– particularly in the references (due to Perkins V)
- The Grant Checklist has been modified to match the new grant sections
- Postsecondary Perkins Improvement Plans– now in the main body of the grant

Direct Connection





All recipients will complete same LNA document- PS & SS every other year.

Secondary/Postsecondary Grant Sections Changes

CTE Federal Perkins (Secondary)

Budget

Budget Overview

Budget Overview Plus/Minus

FFATA & GSA Verification

Programmatic, Fiscal & Accountability Assurances

Desk Monitoring- Fiscal

Federal Perkins Requirements

Evaluation & Accountability (replacing content in PM 1S1- Academic Reading Attainment)

Career Exploration/Career Development (replacing content in PM1S2- Academic Math Attainment)

Professional Development (replacing content in PM 2S1 Technical Skill Attainment)

Skill Development (replacing content in PM 3S1 Secondary School Completion)

Academic Integration (replacing content in PM 4S1 Graduation)

Increasing Student Achievement (replacing content in PM5S1 Placement)

(Hide PM 6S1 Nontraditional Participation)

(Hide PM 6S2 Nontraditional Completion)

(Hide Program of Study POS)

Performance Measures Improvement Plan(s)

Related Documents

The secondary and postsecondary grants will now address the same narrative sections (with the exception of one question in the Skill Development area).

Rather than focusing on Performance Measures in the grant, we will focus on:

Perkins V- Section 134 – Required Elements of a Local Application

Perkins V- Section 135- Requirement for the Local Uses of Funds

Question: Considering all the categories that make up the "Special Populations" group in Perkins V:

1. How have you been identifying and analyzing:
   -Access Gaps
   -Gaps in Performance

2. What changes will you need to implement to meet the new requirement.

Contact Information:

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CTE Grants Lead

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OCR/Special Populations Program Specialist

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COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Career and Technical Educational Programs

Carl D. Perkins V

Purpose of Document

The purpose of this document is to assist in preparing the content of a Comprehensive Needs Assessment.

The following pages contain information that will help LEAs understand and develop a needs assessment.

Why must I do a Needs Assessment?

The reauthorization of Perkins V contains a new requirement. Local recipients of Perkins funding must now complete a Local Needs Assessment which must be included in each local application. There are **five** requirements for the Local Comprehensive Needs Assessment:

- Evaluation of student performance by subgroup on Perkins core indicators.
- Description of the CTE programs offered (size, scope, quality and alignment).
- Evaluation of the progress toward implementing CTE programs and programs of study.
- Description of recruitment, retention and training for CTE educators and support professionals.
- Description of progress toward implementing equal access to CTE for all students including those in special populations

How often?

The Local Needs Assessment should be part of an ongoing performance management cycle that includes both longer range performance goals and shorter-cycle implementation targets.

The Local Needs Assessment must be completed on a biannual basis with a review of progress during the odd year.

The assessment (or review) must be completed prior to the completion of the grant application and must be uploaded each year in the Related Documents area of the grant application before grants can be approved.

What is a Comprehensive Needs Assessment and why is it so important?

A "**need**" is a discrepancy or gap between "what is" and "what should be."

A **Needs Assessment:** is a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action. They are conducted to determine the needs of people – i.e., receivers of the services provided by an organization. In education, the receivers of the services are students and their parents.

A Comprehensive Needs Assessment:

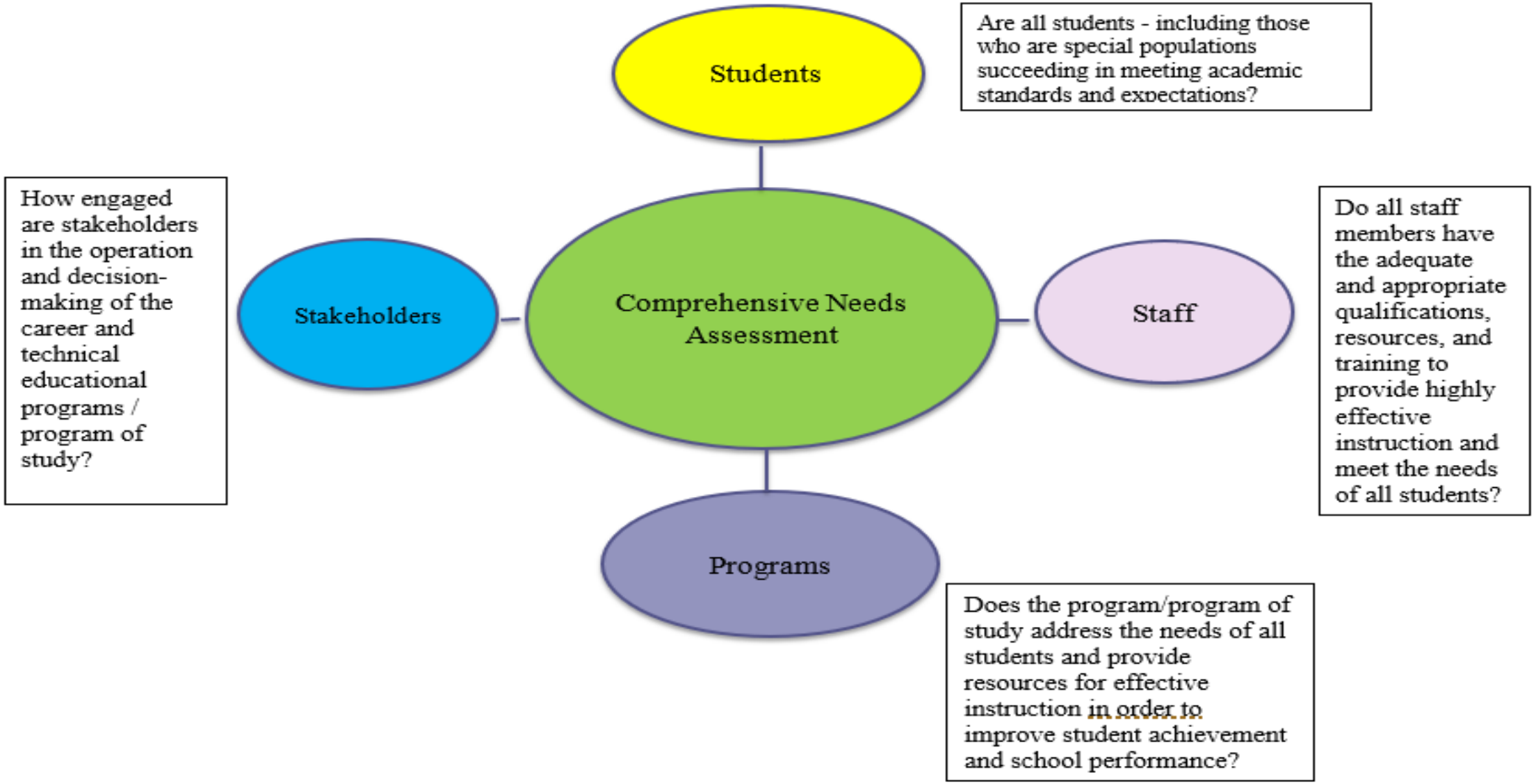
Takes into account needs identified in other parts of a system.

- Determines the needs of those who receive the academic service (students),
- The providers of the academic services (school staff),
- The structure and system of the organization (academic programs, assessment and evaluation, resources).

A Comprehensive Needs assessment consist of the following steps:

- Identify Planning Team (stakeholders).
- Identify data sources (stakeholders engage in a review of focused data).
- Analyze the data.
- Identify areas of growth and strength (what is working).
- Identify areas of need (what is not working).
- Prioritize needs.

COMPREHENSIVE NEEDS ASSESSMENT



What are the Benefits?

- Determine Strengths and weaknesses
- Understand and evaluate the context and constraints of school/
- Make formal decisions about your programs
- Use data to ensure successful CTE programs

Who should participate in the Needs Assessment Process?

Perkins V names, at a minimum, the following participants who should engage in the initial needs assessment, local application development and ongoing consultation:

- CTE program representatives at the secondary and postsecondary levels
- Teachers,
- Faculty,
- Administrators,
- Career guidance
- Advisement professionals
- State or local workforce development board representatives
- Representatives from a range of local businesses and industries
- Parents and students
- Representatives of special populations
- Representatives from agencies serving at-risk, homeless and out-of-school youth.

How to Write SMART Goals

What are SMART Goals?

Strategic and Specific: Based on an analysis of data and deemed a priority by the LEA and indicates specific groups of students, content areas, and behaviors.

Measurable: Uses specific instruments or tools to measure impact, progress, and success.

Attainable: Targeted objectives are doable and realistic without being uninspiring.

Results Based: Describes a specific outcome in terms of student learning/achievement results.

Time Bound: Specifies when the goal will be accomplished or measured to determine impact.

SMART Goal Measurement Statement

[What] for [who] will [measurement] based upon [evidence/ tool] during the [timeframe].

Who	The target population or subgroup
What	The focus of the goal
Measurement	The target assessment objective written as a quantifiable action (e.g. *increase, improve, maintain, decrease*) that includes the results (written as a percentage) from the previous year
Evidence/Tool	The measurement tool or evidence used to gauge success
Timeframe	The current academic year

EXAMPLES

Reading proficiency for students in grades 3-8 will increase from 57% to 79% or more based upon performance on the AIMS Reading exam during the 2011-2012 academic year.

Graduation rate for the Class of 2012 will increase from 90% to 95% or more based upon successful completion of LEA graduation requirements during the 2011-2012 academic year.

Career and Technical Education (CTE)
Program of Study Comprehensive Local Needs Assessment Tool

Use of Perkins V funding is based on the results of the local needs assessment. **Activities and expenditures** should not be included in a grant application if the district **cannot** demonstrate a need based on the comprehensive needs assessment.

The Local Needs Assessment must be completed on a biannual basis with a review of progress during the odd year. The assessment (or review) must be completed prior to completion of the grant application. The most recent Local Needs Assessment must be dated and uploaded into the Related Documents area of the grant application before grant approval will be given.

LEA Name:_____

Date:_____

Needs Assessment Lead Coordinator: _____

Comprehensive Needs Assessment Leadership Team

Representative	Name	Position	Signature	Date
Administration				
Secondary				
PostSecondary				
District Office				
Special Populations				
Student				
Community / Business/ Workforce Development				
Parent				

Career and Technical Education (CTE)

Program of Study Comprehensive Local Needs Assessment

Evaluation & Accountability

Choose the statement within each element which best matches your district.

Rating	1 This is a strength	2 This is satisfactory	3 This is an area we need to improve	4 This area needs major improvement	Briefly list your primary areas of focus
Develops and implements evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.					
Monitors career and technical education program/programs of study for effectiveness and compliance and collects student data and evaluations and submits required reports in a timely manner.					
Periodically reviews the results of relevant career and technical education evaluation activities and makes adjustments to plans as needed.					

Career Exploration/Career Development

Choose the statement within each element which best matches your district.

Rating	1 This is a strength	2 This is satisfactory	3 This is an area we want to improve	4 This area needs major improvement	Briefly list your primary areas of focus
Provides career exploration and career development activities through an organized, systematic framework designed to aid students, including middle grades, before enrolling and participating in a career or technical education program, in making informed decisions about future education and career opportunities and programs of study.					
Provides opportunities/activities focused on career exploration and career awareness including of nontraditional fields and have readily available career and labor market information including on occupational supply and demand, educational requirements, information on careers aligned with economic priorities and employment sectors.					
Offers programs and activities related to the development of student graduation and career plans, career guidance and academic counselors that provides information on postsecondary education and career options (if applicable).					

PROFESSIONAL DEVELOPMENT

Choose the statement within each element which best matches your district.

Rating	1 This is a strength	2 This is satisfactory	3 This is an area we need to improve	4 This area needs major improvement	Briefly list your primary areas of focus
Provides professional development for career and technical education teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals.					
Offers professional development supporting individualized academic and career and technical education instructional approaches, including teaching the integration of academic content, embedding professional skills and teaching educational standards and curricula.					
Provides teachers, faculty, school leaders and administrators, specialized instructional support personnel, career guidance or academic counselors, or paraprofessionals as appropriate, with opportunities to advance knowledge, skills and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards and credentials.					
Provides training for teachers, faculty, school leaders and administrators, specialized instructional support personnel, career guidance or academic counselors, or paraprofessionals as appropriate, in frameworks to effectively teach students including a focus on students who are members of special populations.					

Choose the statement within each element which best matches your district.

Rating	1 This is a strength	2 This is satisfactory	3 This is an area we need to improve	4 This area needs major improvement	Briefly list your primary areas of focus
Provides professional development which supports the coordination with ADE and or institutions of higher education, on recruitment, preparation, and retention of career and technical educational faculty. **(Secondary Only)**					
.					

Skill Development

Choose the statement within each element which best matches your district.

Rating	1 This is a strength	2 This is satisfactory	3 This is an area we need to improve	4 This area needs major improvement	Briefly list your primary areas of focus
Provides career and technical education programs that ensure they will have the skills necessary to pursue careers in high skill, high-wage or in-demand industry sectors or occupations.					
Provides the opportunity for students, including members of special populations, to learn about school career and technical education programs/ program of study.					
Offers programs/program of study with non-duplicative sequence of courses, (including technical education and applied technology education) which are directly related to the preparation of individual employment in current or emerging occupations requiring an industry-recognized credential, certificate or degree.					
Provides additional steps to inform/recruit special populations into career and technical education programs.					

Rating	1 This is a strength	2 This is satisfactory	3 This is an area we need to improve	4 This area needs major improvement	Briefly list your primary areas of focus
Provides opportunities for students to participate in real-life work experience through career and technical education Work-Based Learning (WBL) programs.					
Convenes meetings with employer associations and labor representatives to achieve buy-in for the creation of more meaningful Work-Based Learning programs connected to school curriculum.					
Collaborates with community representatives and local workforce development to explore and develop initiatives to improve access to workforce training, and to ensure quality experiences for students and employers. **(Postsecondary only)**					

Academic Integration

Choose the statement within each element which best matches your district.

Rating	1 This is a strength	2 This is satisfactory	3 This is an area we need to improve	4 This area needs major improvement	Briefly list your primary areas of focus
Provides programs that integrate coherent and rigorous content aligned with State academic standards that will improve student's academic and technical skills and that ensure that students receive a well-rounded education.					
Supports the integration of academic skills that will enable CTE participants at the secondary school level to meet challenging academic standards.					
Collaborates with academic and career and technical education teachers work to integrate math, science, and literacy components into career and technical education programs/programs of study.					

Increase Student Achievement

Choose the statement within each element which best matches your district.

Rating	1 This is a strength	2 This is satisfactory	3 This is an area we need to improve	4 This area needs major improvement	Briefly list your primary areas of focus
Plans the development and implementation of career and technical education programs and programs of study that result in increasing student achievement.					
Ensures equal access for all special population students to career and technical education courses, programs/programs of study, in a non-discriminatory manner.					
Provides activities to prepare special populations for high-skill, high wage, or in-demand industry sectors or occupations that will lead to self-sufficiency and that prepare them for non-traditional fields.					
Provides opportunities for CTE students to participate in accelerate learning programs and gain postsecondary credit such as dual or concurrent enrollment programs, early college high schools, and as part of their career and technical education program of study.					

Provides participants with access to industry-recognized certification examinations or other assessments leading toward a recognized post-secondary credential.					
Academic/career and technical education teachers utilize student data to identify gaps in performance.					

Performance Measures

- *As part of your comprehensive needs assessment, it is important to include a review of your performance measures. Recipients must use this form to review levels of performance.*
- *Recipients must identify and address any disparities or gaps in performance among population subgroups [§ 134(b)(9)].*

In the space provide, please complete the rating for each performance measure.

Rating	Met	Not Met for at least one but not more than two consecutive years	Not Met three consecutive years or more	Any disparities or gaps in performance among population subgroups? Briefly list your primary areas of focus
Performance Measure #1				
Performance Measure #2				
Performance Measure #3				
Performance Measure #4				
Performance Measure #5				
Performance Measure #6				

*The assessment (or review) must be **completed prior** to grant application approval.

Upcoming Trainings Perkins V Comprehensive Needs Assessment

March 8, 2019	Phoenix	ADE Central Office 16th Floor
March 15, 2019	Flagstaff	Flagstaff Summit High School
March 21, 2019	Tucson	Pima JTED

*Each training will be from 9:00 a.m. – 12:00 p.m.

TO REGISTER, GO TO https://ems.azed.gov//

Contact Terry Strayhand @ 602-542-5356

Terry.Strayhand@azed.gov

CTSO

Julie Ellis, Team Lead and FBLA State Adviser

- Calendar of Events for the 2019-2020 school year
- New Adviser Training flyer
- SkillUSA Update: Please direct all information/concerns to Julie.Ellis@azed.gov

Follow-up Session:

- Friday at 10:00am in Verde A and B

Grant Training Dates

March 8, 2019	Phoenix	ADE Central Office 16th Floor
March 15, 2019	Flagstaff	Flagstaff Summit High School
March 21, 2019	Tucson	Pima JTED

*Each training will be from 9:00 a.m. – 12:00 p.m.

TO REGISTER, GO TO https://ems.azed.gov//

Contact Terry Strayhand @ 602-542-5356

Terry.Strayhand@azed.gov

Closing

The next CTE Administrators Meeting is in Tucson on July 14, 2019

2019 ACTEAZ SUMMER CONFERENCE

CTE Administrators Meeting

February 7, 2019
8:00am – 11:30am

Sign-in begins at 8:00am
Meeting starts promptly at 8:30am

Prescott Resort - 1500 E State Rte. 69, Prescott AZ 86301

AGENDA

Welcome – Clarkdale/Cottonwood Rooms

ADE Updates:
- **Strategic Plan Progress**
- **Presidential Scholars**
- **Summer Conference / Premier Series**

2020 Program List

New Grant application

Break

Comprehensive Needs Assessment

Follow-up Session Friday at 10:00am, Grant training dates and Closing

Next CTE Administrators Meeting will be
July 14, 2019, Loews Ventana Canyon, Tucson, AZ 10:00-11:30

ACOVA Fall Conference & CTE Administrators Meeting - Room Rates - $95 single/$115 double

CTE Data Reporting / CTE Data Portal
CTE Grants / GME Grants Management System

2019-2020 CTE Timeline

	FY 2019	FY 2020
March	100th Day Course Enrollment Due 10 CTE Federal Perkins Grant Midyear Progress for Performance Measures Improvement Plan Due 31	01 Grant applications available in GME for CTE Federal Perkins & CTE State Priority Grants 01 CTE Federal Perkins Related Document Due: Local Needs Assessment **District Reviews Progress on Prior Year CTE Federal Perkins & State Priority Grant Projects (in preparation for new project)*
April		01 CTE Data Portal OPENS for Coherent Sequence Updates/Review (Tentative Date)
May		01 Exemption Requests Due**
June	Placement Survey Data Due** 15 Participants/Concentrators Data Due** 15 CTE State Priority Grant Final Reimbursement Request Due 19 Reports Available in CTE Data Portal: CTE State Priority Grant Preliminary Funding 30	
July	CTE Data Portal OPENS for Final Enrollment & Performance Measures Updates/Revisions 01 Final Enrollment & Performance Measures Data Updates/Revisions Due** 31 CTE State Priority Grant Funding Appeals Due 31	01 Beginning of Funding Year for CTE Federal Perkins & CTE State Priority Grants 01 CTE Federal Perkins Grant Final Approval Due 01 CTE State Priority Grant Final Approval Due 01 CTE Data Portal Opens for Credentials
August	Performance Measures Report Available in CTE Data Portal 15	
September	CTE Federal Perkins Grant Final Narratives Due 15 CTE State Priority Grant Completion Report Due 30 CTE Data Portal Closes for Credentials** 30	01 CTE State Priority Grant Final Funding Notification Report Available in CTE Data Portal 15 CTE Federal Perkins Related Document Due: District Level of Performance Measures (DLP) Report
October		01 CTE Data Portal OPENS for Enrollment, Placement, Participants/Concentrators, & Exemption Requests Review/Updates 01 CTE Data Portal Contact Info Updates Required
November		15 40th Day Course Enrollment Due 30 CTE Federal Perkins Improvement Plan(s) Due for Performance Measures Not Met Within 90% in Prior Yr.
December	CTE Federal Perkins Grant Completion Report Due 29	

**CTE Data Portal closes at 5 P.M. on due date

REVISED 01/31/2019

Perkins V Comprehensive Need Assessment Trainings

- **March 08, 2019**
  9am-Noon
  Phoenix – ADE Central Office, 16th Floor
  3300 N. Central Phoenix, AZ 85012

- **March 15, 2019**
  9am-Noon
  Flagstaff – Summit HS (Family Resource Center)
  4000 North Cummings Street, Flagstaff, AZ 86004

- **March 21, 2019**
  9am-Noon
  Tucson - Pima County JTED
  2855 West Master Pieces Drive, Tucson 85741

Registration opens February 8th

TO REGISTER, GO TO https://ems.azed.gov

Questions about registration, contact:

Terry Strayhand- 602-542-5336 Terry.Strayhand@azed.gov
Laura DeLoach- 602-542-5076 Laura.DeLoach@azed.gov

2020 CTE Program List A-Z
(SY 2019-2020)

2020 Rank	CIP #	CTE Program	Carnegie Units Required	Non-Traditional Designation	CTSO(s)
1	46.0300.20	Electrical and Power Transmission Installation (incorporated Residential/Industrial Electrician)***	2	Female	SkillsUSA
2	43.0100.00	Law and Public Safety	2	Female	SkillsUSA
3	51.0900.30	Emergency Medical Services	2	*	HOSA
4	52.0200.00	Business Management	2	*	FBLA
5	47.0600.20	Automotive Technologies	3	Female	SkillsUSA
6	47.0600.40	Diesel Engine Repair	3	Female	SkillsUSA
7	47.0600.30	Automotive Collision Repair	3	Female	SkillsUSA
8	47.0600.50	Aircraft Mechanics	3	Female	SkillsUSA
9	46.0400.30	Carpentry	2	Female	SkillsUSA
10	47.0200.00	Heating, Ventilation and Air Conditioning	2	Female	SkillsUSA
11	46.0400.20	Construction Technologies	2	Female	SkillsUSA
12	52.0900.00	Hospitality Management	2	*	FCCLA/DECA
13	49.0200.00	Heavy Equipment Operations	2	Female	SkillsUSA
14	48.0500.30	Precision Machining	3	Female	SkillsUSA
15	48.0508.00	Welding Technologies	2	Female	SkillsUSA
16	51.0707.00	Medical Records Technologies	2	Male	HOSA
17	51.3900.00	Nursing Services	2	Male	HOSA
18	51.0800.60	Medical Assisting Services	2	Male	HOSA
19	51.0600.00	Dental Assisting	2	Male	HOSA
20	51.0800.20	Pharmacy Support Services	2	Male	HOSA
21	51.0800.50	Sports Medicine and Rehabilitation	2	Male	HOSA
22	51.0800.30	Laboratory Assisting	2	Male	HOSA
23	51.0808.00	Veterinary Assisting	3	Male	FFA/HOSA
24	01.0000.00	AgriScience	3	Female	FFA
25	48.0500.20	Automation and Robotics	2	Female	SkillsUSA
26	52.1800.20	Marketing	2	*	DECA
27	15.1200.40	Software and App Design	2	*	FBLA/SkillsUSA
28	52.0400.00	Business Operations	2	Male	FBLA
29	12.0500.00	Culinary Arts	2	Female	FCCLA/SkillsUSA
30	13.1210.00	Early Childhood Education	2	Male	FCCLA/EdRising
31	52.0800.00	Finance	2	*	FBLA
32	13.1200.00	Education Professions	2	Male	EdRising
33	51.2602.00	Home Health Aide	2	Male	HOSA
34	12.0400.00	Cosmetology and Related Services	2	Male	SkillsUSA
35	51.3500.00	Therapeutic Massage	2	Male	HOSA
36	51.1500.00	Mental and Social Health Technician	2	Male	HOSA
37	52.0300.00	Accounting	2	Male	FBLA
38	15.1300.20	Architectural Drafting	2	*	SkillsUSA
39	15.1300.30	Electronics Drafting	2	Female	SkillsUSA
40	15.1300.40	Mechanical Drafting	2	Female	SkillsUSA
41	49.0100.00	Air Transportation	3	Female	SkillsUSA
42	43.0200.00	Fire Service	2	Female	SkillsUSA
43	15.1200.30	Network Security***(formerly Network Technologies)	2	*	FBLA/SkillsUSA
44	15.1200.20	Computer Maintenance	2	*	FBLA/SkillsUSA
45	10.0200.20	Digital Printing	2	Female	SkillsUSA
46	46.0400.40	Cabinetmaking	2	Female	SkillsUSA
47	10.0200.30	Graphic Design *** (formerly Graphic and Web Design)	2	*	FBLA/SkillsUSA
48	15.0300.00	Electronic Technologies	3	Female	SkillsUSA
49	50.0500.20	Stagecraft	2	Female	ArizonaThespians/ SkillsUSA
50	10.0200.90	Film and TV Production	2	Female	FBLA/SkillsUSA
51	10.0200.50	Digital Photography	2	Female	FBLA/SkillsUSA
52	52.1900.20	Fashion Design and Merchandising	2	*	FCCLA
53	52.1900.30	Interior Design and Merchandising	2	*	FCCLA
54	10.0200.40	Digital Communication	2	*	FBLA/SkillsUSA
55	10.0200.00	Music and Audio Production	2	Female	SkillsUSA
56	10.0200.60	Animation	2	*	FBLA/SkillsUSA
E	41.0100.00	Bioscience (Emerging Program)	2	*	HOSA/FFA
E	15.0000.00	Engineering (Emerging Program)	3	Female	SkillsUSA

*** name change

2020 CTE Program List A-Z
(SY 2019-2020)

The following programs to be discontinued				
2020 Rank	CIP # of CTE Program being discontinued	CTE Program being discontinued	SY Discontinued	SY No new programs may be added
57	47.0300.00	Heavy/Industrial Equipment Maintenance Technologies	2019-2020	2018-2019
58	01.0100.00	Environmental Service Systems	2019-2020	2018-2019
59	52.1800.30	Advertising and Public Relations	2019-2020	2018-2019
60	52.1800.40	Entertainment Marketing	2019-2020	2018-2019
61	52.1800.50	Entrepreneurship	2019-2020	2018-2019
62	15.1200.50	Web Page Development (incorporated into Software and App Design)	2019-2020	2018-2019
63	01.0100.90	Agribusiness Systems (incorporated into AgriScience)	2020-2021	2018-2019
64	01.0100.40	Animal Systems (incorporated into AgriScience)	2020-2021	2018-2019
65	01.0100.30	Plant Systems (incorporated into AgriScience)	2020-2021	2018-2019
66	46.0300.30	Industrial Electrician (incorporated into Electrical and Power Transmission)	2020-2021	2019-2020
67	01.0100.20	Food Products and Processing Systems	2020-2021	2019-2020
68	01.0100.60	Power Structural and Technical Systems (incorporated into AgriScience)	2021-2022	2019-2020

CTE Technical Skills Assessment Meetings

TSA Meetings – 2019

The Technical Skills Assessment Meetings gather Teacher Committees and meet annually to further develop the test item banks. All meetings are held at ADE (3300 N Central Avenue, Phoenix, AZ 85007) from 8:30 – 4:30. Lunch is "on your own" and teachers receive a $200 stipend and earn 8 professional development hours. Meeting dates and program areas are listed below. The application for participating in these meetings is emailed to directors and teachers in February.

Technical Skills Assessment Meetings - 2019	
Saturday – April 27	Tuesday – June 18
Graphic Design	Culinary Arts
Digital Photography	Dental Assisting
Film and TV Production	Laboratory Assisting
Digital Printing	Mental and Social Health Technician
Digital Communication	Cosmetology and Related Services
Animation	
Saturday – May 4	Friday – June 21
Network Securities	Architectural Drafting
Medical Assisting Services	Electronics Drafting
AgriScience	Automotive Collision Repair
Marketing	
Friday – June 7	Tuesday – June 25
Aircraft Mechanics	
Air Transportation	
Cabinetmaking	
Construction Technologies	
The Curriculum Consortium will meet with: Early Childhood Education, Home Health Aide, Accounting, Automotive Technologies, Electronic Technologies, Education Professions, Computer Maintenance, Fashion Design and Merchandising, Bioscience.	

Item Review and Development

The item development process involves a trained facilitator working with content experts (CTE teachers and community college instructors). Teachers will review and realign assessment items to new standards, create or update Blueprints for Instruction and Assessment, and improve and develop assessment items based on the instructional content of a program's standards and measurement criteria and Blueprint. Items are multiple-choice questions with four possible options and only one correct answer. Each item is classified according to its status (new, edited, or active) and is provided a Bloom's classification. All items for a program and the information about those items are stored in the Item Review Report, also referred to as the Item Bank.

This is what we need from you.

- Spread the word when CTE announces (via email) the TSA meetings and the date the application process begins.
- Recruit teachers that have shared an interest in attending a TSA meeting.
- Recruit teachers that are new to the Assessment process.
- Have interested teacher candidates complete and submit the application for the Super Saturday or Teacher Institute within their program area by the required due date.

Comments, Suggestions, or Questions, please contact Judy Balogh or Cathy Burnett