



THE SECRETARY OF EDUCATION

WASHINGTON, DC 20202

June 12, 2020

Honorable Kathy Hoffman
Superintendent of Public Instruction
State Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007

Dear Superintendent Hoffman:

I am pleased to approve the Arizona 4-year State Plan, covering Fiscal Years (FY) 2020-23, to implement the requirements of the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). I congratulate you on this significant accomplishment.

My decision regarding Arizona's Perkins V State Plan is based on input from the U.S. Department of Education (Department) staff who reviewed and carefully considered how the plan effectively met the requirements of the Perkins V statute and applicable Department regulations. As required under Perkins V, Arizona must periodically review and revise the plan throughout the 4-year period, as necessary, to reflect changes in the State's strategies and goals to provide career and technical education programs (CTE) that meet the needs of all students in the State.

Please be aware that approval of the Perkins V State Plan is not a determination that all the information and data included in the plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Arizona's responsibility to comply with these civil rights requirements, including through the State's Methods of Administration (MOA) State Plan under the "Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs" (MOA Guidelines) (34 C.F.R. Part 100, Appendix B).

Please note that this letter, with Arizona's approved Perkins V State Plan, will be posted on the Department's website at <https://cte.ed.gov>. Thank you for the important work that you and your staff are doing to provide multiple pathways for students to explore, choose, and follow CTE programs that enable them to earn credentials of value and successfully compete in the global economy.

Sincerely,

A handwritten signature in black ink that reads "Betsy DeVos". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Betsy DeVos

cc: Ms. Cathie Raymond, Deputy Associate Superintendent

NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

1. *Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V.*

A small team of internal and external stakeholders developed the draft State Plan. This was emailed to stakeholders that were selected for the comprehensive State Plan Team. The first meeting was held on May 7, 2019. Forty-two stakeholders assembled representing most of the required stakeholders. Two members called in to the meeting. The committee's role in the development of the State Plan was explained as well as an introduction to Perkins V and the funding process. In small groups, the stakeholders reviewed and discussed each section of the plan and recorded comments and questions. The questions and comments were addressed, and the plan was revised. The team decided to have the sections on fiscal responsibility and accountability emailed to review on their own time and send the Arizona Department of Education/Career and Technical Education (ADE/CTE) unit questions and suggestions for the sections. Most of the questions ADE/CTE received were requesting clarification and minor changes in wording. There was no negative feedback received. On August 28, 2019 the State Plan committee convened for a final review of the narrative and to determine the State Determined Levels of Performance for the required performance measures. (*Appendix A: State Plan Team*) (*Appendix B: Performance Measures*)

The Arizona Quality Commission, which serves as the advisory board to the State Board of Vocational and Technical Education, will continuously engage and consult the State Plan during implementation. This commission consists of business & industry, higher education, and community organizations and meets quarterly on an annual basis. Updates on the progress of the Perkins Grant is a standard agenda item for each meeting.

2. *Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the state plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education and secondary career and technical education after consultation with the state agencies identified in section 122(e) (1)(A)-(C) of the act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(d)(14) of Perkins V)*

Arizona has no State agency that oversees postsecondary community colleges. Representatives from postsecondary were included in the transitions team and State Plan Team. Feedback was received from community college chancellors and presidents. The plan for postsecondary funding will be 18% of the total local formula distribution. Arizona has received substantial increases in funding and, as

such, the postsecondary funding has also increased. Postsecondary subrecipients must form a team to complete the Comprehensive Local Needs Assessment. This team must include representatives (college sites, industry and other required stakeholders) from within its district to complete the grant application and review the CLNA on an annual basis. The use of funds should relate to the findings of the needs assessment to enhance and improve Career and Technical Education programs relevant to their specific community.

Secondary subrecipients will receive 82% of the local formula distribution. The completion of a Comprehensive Local Needs Assessment is also required. A committee must be formed to complete the Comprehensive Local Needs Assessment. This team must include representatives (high school sites, industry and other required stakeholders) to complete the grant application and review the CLNA on an annual basis. The use of funds should relate to the findings of the needs assessment to enhance and improve Career and Technical Education programs relevant to their specific community. (*Appendix C: Comprehensive Local Needs Assessment*)

Arizona adult education does not receive any Perkins funding since they do not directly provide any Career and Technical Education programs.

3. *Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V.*

A meeting of stakeholders was held September 19, 2019 to review the narrative, performance measures levels, and answer clarifying questions. Public hearings were held October 9, 2019 and November 7, 2019. The State Plan was posted on the Arizona Department of Education's Career and Technical Education website October 9, 2019 until November 30, 2019. A meeting was held with the community college chancellors and presidents on October 24, 2019. Emails containing the link to the State Plan and state determined levels of performance were sent to CTE Administrators with instructions to share with their communities. The Association of Career Technical Education of Arizona (ACTEAZ) provided the link to their members and requested they provide feedback. The postsecondary state determined levels of performance were posted on October 25, 2019 until December 27, 2019. The secondary state levels of performance were posted November 12, 2019 until January 13, 2020. (*Appendix B: Performance Measures*)

Respondents had the opportunity to complete an online survey with the ability to add comments. A total of 329 online responses were received with an 80% overall approval rating. Comments were reviewed by a committee of stakeholders, and modifications to the plan were made based on comments that were not dictated by the ACT. Two major themes from the comments centered on postsecondary inclusion and the funding split. Adjustments were made in the performance measures definitions of each numerator and denominator, as well as, definitions of

postsecondary and secondary scope of program and quality. The allocation split between secondary and postsecondary was revised to decrease secondary from 85% to 82% and increase postsecondary from 15% to 18%. (*Appendix B: Performance Measures*)

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

- a. *Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d) (1) of Perkins V)*
 - **The in-demand CTE programs available to subrecipients are determined by the labor market data using the same methodology used for the State Workforce Board. Each in-demand CTE program has required program specific technical skills standards that are developed by employer representatives from that industry. Postsecondary recipients utilize the other workforce development services outlined in the WIOA plan. ADE/CTE will begin deeper collaboration with other services related to WIOA such as adult education, vocational rehabilitation, and Title I involving out of school youth. (*Appendix D: Labor Market Data and Methodology*)**
 - **Title I-B training is limited to funding education programs deemed 'In-Demand' by the 12 local workforce boards. Boards must be 50% representatives of business.**
 - **Currently there isn't a policy requiring the local board selections to overlap with the state selections, but there is a requirement that local areas have alignment with the state overall.**
 - **State Council selects In-Demand Industries & Occupations based on employer insight & labor market data. These selections will guide support for particular sector partnerships, model(s) for career pathways, etc. (*Appendix D: Labor Market Data and Methodology*)**
 - **The Vocational Rehabilitation program uses labor market information to assist eligible individuals in identifying an employment goal that is appropriate for their skills, abilities, interests, and capabilities. The same information is then used to determine the services that must be provided for the individual to acquire the necessary skills/training, etc. required to achieve that employment goal. (*Appendix D: Labor Market Data and Methodology*)**
 - **Yearly in-demand career sectors and corresponding industry credentials will be identified by Arizona Commerce Authority for the Governor's industry credential incentive program. The sectors will be reviewed annually to ensure they are indicative of the in-demand occupations in Arizona. Students who complete a CTE program and receive the industry credential available for that program will generate \$1000.00 for the LEA's CTE budget. There will be a separate budget line for these funds. LEAs may only utilize the funds for off-setting the cost of the certification for the student, training the teacher to become a certifying professional, developmental costs to expand or improve a program site, instructional hardware, software, or**

supplies required for the credentialing and career exploration in any school grade and awareness activities for parents, students, and the community. (*Appendix E: Industry Credential Approval Process*)

- b. *Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State and how the State's career and technical education programs will help meet these goals. (Section 122(d)(2) of Perkins V.*

Arizona's Career and Technical Education vision and goals were developed by stakeholders from secondary, postsecondary, business and industry and community organizations through various meetings held from April 2018 until May 2019.

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.

- **ADE, in collaboration with stakeholders, will develop a plan to implement a career literacy framework, guidelines and resources for grades K-12 to include strategies, promotional materials and professional development. (*Appendix F: Career Literacy Standards*)**
- **ADE will provide resources and strategies aimed at increasing enrollment, achievement, and program completion of special populations in secondary and postsecondary CTE programs.**
- **ADE will determine compliance and quality of secondary and postsecondary CTE programs.**
- **ADE, in collaboration with stakeholders, will continuously review and crosswalk academic and CTE program technical standards for State Board of Education approval for academic credit at the secondary level.**
- **ADE, in collaboration with stakeholders, such as WIOA and Arizona Commerce Authority, will continually evaluate industry credentials, certifications, and/or licenses to ensure relevancy to Arizona's industry and secondary and postsecondary CTE programs. (*Appendix E: Industry Credential Approval Process*)**
- **ADE will provide resources and guidelines to subrecipients to build partnerships regarding all types of work-based learning. (*Appendix G: Work-based Learning Guide*)**
- **ADE, in collaboration with community partners, will continuously provide intentional, timely, and accessible professional development to secondary and postsecondary educators.**
- **ADE, in partnership with business and industry, will develop a targeted secondary and postsecondary teacher recruitment campaign focused on high need positions.**
- **ADE will support secondary and postsecondary teacher retention efforts in collaboration with education stakeholders.**
- **ADE will promote career and technical education as one of the many pathways to purposeful and economically viable careers at the secondary and postsecondary levels.**

- c. *Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29.U.S.C.3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C.3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and secondary Education Act of 1965 and the higher Education Act of 1965. (Section 122(d)(3) of Perkins V)*
- **Arizona does not have a State strategy for any joint leveraging of funds between CTE and the workforce development system. Both ADE/CTE and WIOA collaborated on the Perkins V and WIOA state plans. ADE/CTE & the State Workforce Board now use the same In-Demand Industry & Occupation ranking model from Arizona's Office of Economic Opportunity. Although, currently, there are a few formal common strategies defined, both groups do intend to increase collaboration. ADE/CTE and WIOA have recognized the need and plan to identify a common language surrounding workforce development and providers. There is also a need and a plan being developed for a defined workforce continuum identifying all providers of workforce development with clear exit and re-entry points identified. Career literacy starting with kindergarten and continuing through adulthood is an essential part of the system. These two main tasks will help identify common strengths and challenges to strengthen a full-service workforce development system for Arizona. Arizona Job Connection Job Search site recruits employers in In-Demand Industries. AZ Pipeline is another resource available to match employers and employees. CTE students may use these websites to look for employment. (*Appendix F: Career Literacy Standards*)**
 - **ADE/CTE works with the Arizona Department of Economic Security Apprenticeship Office to develop a formalized pre-apprenticeship plan for secondary students which includes postsecondary components and registered apprenticeship standards within the CTE programs. ADE/CTE has representation on the Arizona Apprenticeship Advisory Council consisting of WIOA, the Department of Economic Security, Arizona at Work, Achieve 60 Arizona and other workforce development representatives.**
- d. *Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each purpose under section 124(a) of the Act.*

Required Uses of State Leadership Funds

(a) GENERAL AUTHORITY

From amount reserved under section 112(a)(2) each eligible agency shall-

- (1) Conduct State leadership activities to improve career and technical education, which shall include support for--***

(A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;

Funds will primarily be utilized to provide technical assistance and training for staff responsible for recruitment and educational services of non-traditional students. The Arizona Department of Education

supports a contract for Project Change implemented through the University of Arizona. The focus of Project Change is to provide Career and Technical Education (CTE) professional development and resources to secondary, postsecondary, and special populations educators throughout Arizona regarding the participation of nontraditional students in CTE. They also provide targeted technical assistance and training for districts that are struggling to include nontraditional students in Career and Technical Education courses. Project Change also coordinates nontraditional recruitment events by partnering with other interested entities to recruit middle through high school students into nontraditional CTE courses.

The Arizona Department of Education will also provide professional development opportunities for grant recipients related to the needs of non-traditional students. For example, the department recently offered an all-day training during their annual conference by the National Alliance for Partnerships in Equity (NAPE) focused on educational equity. Further professional development activities will be planned related to this topic area. The Arizona Department of Education has also hired an Associate Superintendent for Equity, Diversity and Inclusion who will be collaborating with CTE to provide professional development to educators in relation to meeting the needs, reducing barriers, and increasing successful completion of programs by members of special populations.

Two ADE/CTE staff members (School Counselor Specialist and the MOA/ Special Populations Specialist) provide support, technical assistance and leadership relating to the recruitment and successful participation of special populations students in CTE programs. The school counselor specialist is shared with the Exceptional Student Services Program within ADE which facilitates collaboration between programs. This position also oversees the Educational Career and Action Plans (ECAP) submitted by the secondary subrecipients. The ECAPs will be redesigned to place more emphasis on a student's career and postsecondary education plans. The state will develop data analysis systems for the local subrecipients related to special population students' entrance into and successful participation in CTE programs. The MOA/Special Populations Specialist will be providing in-depth professional development and technical assistance in the utilization of the new data analysis systems by local subrecipients.

(B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;

The Arizona Department of Education will continue to utilize State Leadership funds to support two entities' participation in career and technical education (CTE). The Arizona State Schools for the Deaf and the Blind and Arizona Juvenile Corrections both receive grant funding to support student participation in CTE. The Arizona State Schools for the Deaf and the Blind primarily utilizes funds to prepare students for

participation in CTE classes, to support student participation in actual CTE courses through adaptation equipment and/or support personnel. Most students attend approved CTE programs at a local Career and Technical Education District or a local school district offering CTE programs. Arizona Juvenile Corrections implements their own CTE courses such as welding, cosmetology, fire science, construction and automotive technologies. Funds will be utilized to pay primarily for instructional staff, material supplies needed for programs and program specific instructional materials. As more entities that deliver CTE to specific special populations reach out for Perkins funding, ADE/CTE will work with those entities to develop appropriate CTE curriculum for their population. There is no other state funding source for CTE programs at these institutions.

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

The Arizona Department of Education will partner with the Association of Career & Technical Education of Arizona (ACTEAZ) to administer the career and technical education conference held in Tucson on an annual basis. This conference is focused on professional development for CTE teachers, administrators, school counselors, special education teachers, and postsecondary instructors and administration along with support personnel who benefit from participation in the numerous workshops focused on CTE.

Statewide Leadership funds will be utilized to support professional development opportunities such as those provided by the Premier Series project. The Premier Series will provide statewide (including rural areas) courses such as instructional best practices and classroom management to support the induction and retention of teachers and administrators in career and technical education programs. The Arizona Curriculum Consortium provides CTE program specific scope and sequence, lesson plans, and professional development to assist teachers in curriculum development.

ADE has also developed a team that will focus on all teacher recruitment and retention for Arizona. CTE will collaborate with that team to share resources and strategies.

(D) technical assistance for eligible recipients; and

Statewide Leadership funds will be utilized to support both secondary and postsecondary CTE Administrators by convening CTE Administrators' meetings four times a year. Arizona CTE Administrators' meetings provide an opportunity for grant recipients to receive training and technical assistance provided by the Arizona Department of Education's Career and Technical Education Unit. Funds are also utilized by CTE Program Specialists to travel onsite to meet with grant recipients and provide locally focused feedback and technical assistance. Various professional development activities are provided to

secondary and postsecondary teachers through specialized workshops based on state program standards; focus is based on technical skills assessment data and industry trends including technical skills and technology within a career pathway. Professional development is planned according to feedback from teachers and industry data.

The ADE State Director for CTE will meet monthly with ACOVA, the State organization for CTE administrators, to advise them of relevant ADE actions and receive feedback from them on the policies and procedures developed by ADE/CTE. ACOVA also will relate to the State Director any issues from the field to assist ADE/CTE in addressing those issues.

- (2) *report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A) and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).*

Statewide Leadership funds will be utilized to support the Arizona CTE Data Portal application which acts as the data hub for Arizona CTE programs. The data portal will contain all required data elements mandated through Perkins accountability reporting, including state determined levels of performance. The CTE Data Portal will also house numerous reports that both the Arizona Department of Education and grant recipients can utilize to analyze performance. In particular, ADE/CTE will develop state level reports in order to analyze participation by special population students across all the major data elements (enrollment, concentrators, completers, placement and accrual of credentials). This data will enable ADE/CTE and subrecipients to be more effective in strategic planning for eliminating barriers and ensuring equitable opportunities for all students.

2. Implementing Career and Technical Education Programs and Programs of Study

- a. *Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)*

The Arizona Department of Education Career and Technical Education unit (ADE/CTE) will:

- annually review postsecondary recipients' list of programs offered through each community college to ensure program alignment with secondary programs and local labor market data. (*Appendix D: Labor Market Data and Methodology*)
- via program monitoring, ensure postsecondary programs are of sufficient length and quality to meet specific industry standards leading to industry recognized credentials resulting in employment in that industry. (*Appendix E: Industry Credential Approval Process*)
- produce a list of CTE approved programs for secondary recipients every two years based on State labor market information provided by Arizona Office of Economic Opportunity. (*Appendix D: Labor Market Data and Methodology*)

- support secondary CTE in the development of program standards as determined by a committee of program specific representatives from the related business or industry.
- produce a list of program credentials vetted by industry and aligned with postsecondary program credentials which may provide opportunities for secondary student attainment leading to post high school placement.
- ensure postsecondary programs meet WIOA criteria for approval for Local Workforce Development Board to be added to the Eligible Training Provider List (ETPL) (*Appendix I: CTE Program Lists*)
- require each secondary specific program/program of study to consist of a minimum of two (2) courses in its program coherent sequence for secondary recipients.
- allow and encourage secondary subrecipients the option of adding more courses to their program coherent sequences.
- support program specialists in providing professional development to support all secondary and postsecondary programs and standards.
- provide a secondary approved programs list that will have a description to guide the subrecipient's institution in choosing programs or programs of study. (*Appendix I: CTE Program Lists*)
- provide a process whereby secondary subrecipients can submit a needs assessment that includes local/regional labor market data to apply for a Local Occupational Program (LOP) that is focused on meeting the needs of the subrecipient's community. For example, Pima Community College American Sign Language interpreter program is available in several local secondary schools leading to dual enrollment. (*Appendix D: Labor Market Data and Methodology*) (*Appendix I: CTE Program Lists*)
- support the innovation of fully integrated Career Pathways academies that provide multiple entry and exit points to careers based on local need and alignment of secondary and postsecondary programs. For example, Central Arizona College pre-employment pathway where secondary school students can participate in concurrent enrollment in the construction science technology fields leading to industry credentials, a community college certificate, apprenticeships, associate degrees, and baccalaureate degrees as well as employment. (*Appendix E: Industry Credential Approval Process*)

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

i. promote continuous improvement in academic achievement and technical skill attainment:

ADE/CTE will

- collect data based on the statewide assessment for academic attainment in math, reading and science and use that data to provide technical assistance to subrecipients to increase academic achievement through CTE programming.
- develop a process to embed academic standards into programs/ programs of study by cross-walking academic standards and technical standards in collaboration with the Arizona Department of Education's K-12 Standards Department.

- develop a state technical skills assessment for each approved secondary CTE program. Technical Skills Assessments item bank will be revised on a rotating basis every four years, at a minimum and will convene CTE instructors to develop assessment items.
- include business and industry in the development of state technical standards for each approved secondary CTE program or program of study.
- postsecondary standards are developed in conjunction with local and national industry needs or based on 3rd party credential standards.
- encourage and support innovative Career Pathways academies based on local initiatives that fully integrate academics within a CTE pathway as an integral part of that Career Pathways academy.

To be eligible for Secondary Perkins funding, subrecipients must:

- Provide Career Explorations to the middle grades based on the statewide adopted career literacy standards (any time during grades 5-9) (*Appendix F: Career Literacy Standards*)
- Offer at least one approved CTE program
 - Program approval and funding will be based on the following criteria:
 - must be taught for one year;
 - appears on the approved secondary CTE Program List or is an approved Local Occupational Program (*Appendix I: CTE Program Lists*);
 - delivers the program coherent course sequence;
 - have an appropriately CTE certified teacher teaching the program;
 - addresses and aligns with all the program's technical standards;
 - is inclusive for all special populations as evidenced by recruitment efforts, availability of support services, and enrollment;
 - involves industry in decision making through advisory committees and partnerships;
 - ensure Professional Skills and work-based learning are embedded into the program (*Appendix G: Work-based Learning Guide*) (*Appendix J: Professional Skills*);
 - meets all Performance Measures, when appropriate (*Appendix B: Performance Measures*);
 - offers a Career Technical Student Organization appropriate to the program

To be eligible for Postsecondary Perkins funding, subrecipients must:

- offer career advisement
- offer programs which support training for in-demand industries
- ensure postsecondary instructor is qualified for the CTE program they are teaching.
- ensure work-based learning is included in program (*Appendix G: Work-based Learning Guide*);
- involve industry in continuous improvement and decision making to ensure relevant content
- ensure Professional Skills are integrated into the program (*Appendix J: Professional Skills*)

- ensure the program is inclusive for all special populations as evidenced by recruitment efforts, availability of support services, and enrollment
- provide documentation program is approved by the Higher Learning Commission

Both secondary and postsecondary subrecipient programs will be monitored annually by reviewing the presence of the elements of an approved program. Monitoring for compliance and quality will occur on a five-year rotating basis. Programs at both secondary and postsecondary that do not meet compliance for a specific indicator will have thirty days to submit documentation of compliance for that indicator. Programs that do not meet the State Determined Level of Performance (SDLP) on performance measures will submit an improvement plan to their grant application before the grant will be approved. If a program fails to meet the SDLP for the same performance measure for three consecutive years, a directed improvement plan must be submitted to their grant application before grant approval. Quarterly reports must be submitted regarding progress on the improvement plan. ADE/CTE will provide technical assistance to subrecipients under improvement plans to ensure improvement. (*Appendix B: Performance Measures*) (*Appendix H: Monitoring documents*)

ii. *expand access to career and technical education for special populations;*
ADE/CTE will:

- provide disaggregated data reports and professional development to educate subrecipients, and CTE associated personnel (CTE administrators, school counselors, caseworkers, teachers/faculty, site administrators, district personnel), regarding availability of CTE programs and strategies for inclusion of special populations in those programs.
- support a state School Counselor Specialist who will provide professional development to school counselors and others who may have an influence over student CTE course selections and enrollment.
- provide a Special Populations/Office of Civil Rights program specialist who will monitor secondary and postsecondary compliance.
- provide professional development for special education caseworkers, postsecondary disabled student resources advisors and CTE teachers/faculty to increase enrollment and completion for special population students.
- collaborate and share data with other Arizona Department of Education departments serving special populations such as homeless, foster care, and migrant.
- employ two ADE/CTE staff members (School Counselor Specialist and the MOA/ Special Populations Specialist) to provide support, technical assistance and leadership relating to the recruitment and successful participation of special populations students in CTE programs. The school counselor specialist will be shared with the Exceptional Student Services Program within ADE which facilitates collaboration between programs. This position will also oversee the Educational Career and Action Plans (ECAP) submitted by the secondary subrecipients. The ECAPs will be redesigned to place more emphasis on a student's career and postsecondary education plans. The state will develop data analysis

systems for the local subrecipients related to special population students' entrance into and successful participation in CTE programs. The MOA/Special Populations Specialist will provide in-depth professional development and technical assistance in the utilization of the new data analysis systems by local subrecipients.

Postsecondary institutions will:

- develop strategies to encourage special populations students to self-identify and seek appropriate student services to assist in successful completion of a CTE program/program of study. For example; work with vocational rehabilitation counselors to encourage participants in vocational rehabilitation to self-identify.
- will collaborate with secondary school counselors and special education staff to promote self-identification of educational needs to students and their parents during transition planning to postsecondary education.

iii. *Support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)*

ADE/CTE refers to employability skills as Professional Skills. These skills were developed by business and industry across Arizona. Through professional development opportunities provided by ADE/CTE, the subrecipients will have the opportunity to participate in developing strategies to integrate the Professional Skills into CTE programs and career pathways. Rubrics have been developed for each Professional Skill standard and can be utilized by subrecipients to evaluate student level of attainment of each Professional Skill standard. This will be included in the grant application for both secondary and postsecondary recipients. (Appendix J: Professional Skills)

c. *Describe how the eligible agency will—*

i. *make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parent, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;*

ADE/CTE will:

- **maintain a website with valid information accessible to all subrecipients and the public that will provide information on all aspects of CTE programs. Google translator is available for general information.**
- **publish the Perkins V State Plan as approved.**
- **ensure Office for Civil Rights (OCR) reviews are conducted by the ADE/CTE unit.**
- **monitor the accessibility of CTE programs for all students.**
- **provide multiple communication venues for stakeholders to access information.**
- **update subrecipients on a quarterly basis regarding new program standards approved by the Arizona CTE Quality Commission.**
- **offer quarterly meetings to secondary and postsecondary CTE administrators to provide updated information.**

- **provide professional development on all aspects of a subrecipient's accountability for Perkins, as well as, information and regulations regarding Perkins implementation and programming.**
- ii. *facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;*
- **Secondary CTE program standards will be developed by business and industry committees consisting of representatives of that specific industry and CTE program teachers.**
 - **ADE/CTE will monitor all Secondary CTE programs to insure they are meeting all the requirements for an approved CTE program and are of sufficient size, scope, and quality.**
 - **ADE/CTE will provide Postsecondary Program Specialists to facilitate collaboration between secondary and postsecondary recipients who will monitor all postsecondary programs for compliance.**
 - **ADE CTE will offer innovative grants focused on collaboration between secondary and postsecondary for career pathways and programs of study that are replicable across the state. (*Appendix H: Monitoring documents*)**
- iii. *use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;*
- ADE/CTE will:**
- **produce a list of CTE secondary approved programs every two years based on State labor market information provided by the Arizona Office of Economic Opportunity. (*Appendix D: Labor Market Data and Methodology*)**
 - **provide program descriptions to guide the subrecipient's institution in choosing programs or programs of study.**
 - **provide an application for approval by the ADE/CTE for a Local Proposed Occupational Program (LOP) that is focused on meeting the needs of the subrecipient's district and community based on the comprehensive local need's assessment and local labor market data. (*Appendix D: Labor Market Data and Methodology*)**
 - **seek input from WIOA plan, Arizona Commerce Authority and Arizona Workforce Board concerning programs approved and offered**
 - **postsecondary recipients will annually provide ADE/CTE with a list of all programs offered at their sites based on local labor market data and meet WIOA criteria for approval by Local Workforce Development Board to be added to the Eligible Training Provider List (ETPL). (*Appendix D: Labor Market Data and Methodology*)) (*Appendix I: CTE Program Lists*)**

- iv. *ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;*
 - **OCR (Office for Civil Rights) civil rights reviews conducted by the ADE/CTE unit, will continue to monitor the accessibility of CTE programs to all students, and the availability of communication for ADE/CTE with stakeholders.**
 - **ADE/CTE will provide a Special Populations/OCR program specialist who will monitor subrecipient compliance.**
 - **ADE/CTE will utilize a State School Counselor Specialist who will provide professional development to school counselors and others who may have an influence over student course selections of special populations of a subrecipient.**
 - **subrecipients will conduct a biennial Comprehensive Local Needs Assessments to examine data for participation in CTE assessments, acquisition of industry credentials, and successful program completion of participating special populations. (*Appendix E: Industry Credential Approval Process*)**
 - **the Perkins application will reflect results of that data in determining the subrecipient's goals.**
 - **professional development will be designed and implemented by ADE/CTE for both secondary and postsecondary CTE administrators, school counselors, site administrators, and district leaders to assist with devising strategies for the removal of barriers for special populations. (*Appendix C: Comprehensive Local Needs Assessment*)**
- v. *coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;*

ADE/CTE will continue to collaborate with the Arizona Workforce Board, Arizona Commerce Authority on alignment of programs/programs of study based on labor market data. ADE/CTE and WIOA have recognized the need and plan to identify a common language surrounding workforce development and providers. There is also a plan being developed for a defined workforce continuum identifying all providers of workforce development with clear exit and re-entry points identified. These two main tasks will help identify common strengths and challenges to strengthen a full-service workforce development system for Arizona. (*Appendix D: Labor Market Data and Methodology*)
- vi. *support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and*

ADE/CTE:

 - **program specialists will convene and participate in statewide advisory council meetings to include secondary, postsecondary, business and industry representatives. These councils will review applications for inclusion on a State-approved list for industry certifications. The council**

- will determine whether the industry certification is applicable to industry in Arizona and if it aligns with secondary and postsecondary curriculum.
- will provide for secondary and postsecondary collaboration through joint professional development opportunities
- will work with stakeholders to develop examples of the entry and exit points for careers within each career cluster.
- will collaborate with statewide partners to bring information about industry certifications to all stakeholders.
- will require work-based learning as an element for an approved CTE program/program of study. (*Appendix G: Work-based Learning Guide*)
- will monitor programs to ensure work-based learning is incorporated into the program delivery. (*Appendix G: Work-based Learning Guide*) (*Appendix H: Monitoring documents*)
- will provide a work-based learning guide to subrecipients to increase the understanding of approved types of work-based learning experiences. (*Appendix G: Work-based Learning Guide*)
- will post the guide on the ADE/CTE website.
- ensure work-based learning requirements will be reflected in the grant's application. (*Appendix G: Work-based Learning Guide*)

vii. *improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)*

ADE/CTE will:

- provide data on outcomes and performance gaps with special populations in relations to non-special populations outcomes and performance.
- identify practices of excellence for implementation with special populations
- offer focused professional development for instructors:
 - to increase the instructor's knowledge, skills and ability as it relates to the CTE program standards;
 - to address all student performance gaps and deficiencies;
 - by outside agencies and associations to develop and implement strategies and practices that increase student engagement and participation; and
 - to provide resources for instruction in CTE programs across the State.
- convene advisory groups that represent a variety of stakeholders and business and industry representatives to guide ADE/CTE in providing professional development with the goal of improving outcomes for all students, including special populations.
- collaborate with the units within the Arizona Department of Education such as Exceptional Student Services, Foster Care, Homeless, Migrant and other identified groups, to create professional development opportunities for CTE instructors to gain strategies to assist special population students within their classroom settings.

d. *Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment*

programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

ADE/CTE will support subrecipients in their efforts to offer a variety of opportunities including:

- **dual or concurrent enrollment programs;**
- **early college high school; or**
- **competency-based education.**
- **collaborating with postsecondary community colleges to determine strategies to increase dual enrollment, offer credit for prior learning, and articulated credit to secondary students.**

Opportunities for dual or concurrent enrollment programs, early college high school, or competency-based education will be a local decision and will depend on the community college district the subrecipient resides in as Arizona has no statewide articulation agreement. ADE/CTE will provide opportunities for collaboration regarding best practices in forming meaningful partnerships aligned to the local community needs to facilitate successful dual or concurrent enrollment programs, early college high school, or competency-based education.

e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

- **Representatives of all stakeholder groups are involved in the development of the State Plan, in statewide program advisory committees, and local advisory committees.**
- **ADE/CTE requires subrecipients to form a local advisory committee consisting of all stakeholder groups to review a subrecipient's needs assessment and program evaluations. This committee will assist in determining the goals and expenditures on the local application.**
- **The Comprehensive Local Needs Assessment will serve as master document in the planning, implementation, and evaluation of the career and technical education programs of the subrecipient. (*Appendix C: Comprehensive Local Needs Assessment*)**
- **All secondary CTE programs standards will be approved by the Arizona Quality Commission consisting of members from labor organizations, business and industry, community organizations (Chamber of Commerce, Arizona Business and Education Council, etc.), and secondary and postsecondary representatives.**
- **In the development of CTE program-specific standards, representatives from business / industry and teachers will be convened to review and revise program standards on a rotation basis of every 3-5 years.**

f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.

Appendix K: Local Grants Application Templates

- g. *Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134© of Perkins V.*

Appendix C: Comprehensive Local Needs Assessment

- h. *Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.*

Secondary recipients:

Size: Program enrollment supports a program coherent sequence in order to produce concentrators. Concentrators are students that have completed and passed two courses worth one credit each in an approved program sequence.

Scope: Offers the required coherent sequence as indicated on the approved secondary CTE Program List or approved local occupational program for the secondary CTE program/program of study and meets all requirements of an approved program: CTE certified teacher, teaches the program technical standard, embeds Professional Skills (employability) and work-based learning into curriculum, meets all performance measures (academic, graduation, non-traditional enrollment and completion, industry certifications, passing the technical skills assessment, and graduate placements), is inclusive of all special populations, offers a CTSO, provides Career Explorations to middle grades (any time during grades 5-9). *(Appendix G: Work-based Learning Guide) (Appendix I: CTE Program Lists) (Appendix J: Professional Skills)*

Quality: Meets the requirement of size and scope. Students pass the CTE Program Technical Skills Assessment, leads to industry credentials, stakeholder involvement, 51% of program time is spent hand-on such as labs, shops, etc., and adequate equipment and supplies are provided for optimum student learning. *(Appendix E: Industry Credential Approval Process)*

Postsecondary recipients:

Size: Enrollment supports a program of study whose concentrators have earned at least 12 credits within a career and technical education program or completes a program which encompasses fewer than 12 credits (or the equivalent in total) to fulfill the State's need in a high skill, high wage or in-demand occupation as determined by either state or regional labor market data. Three credits may be from academic courses. *(Appendix D: Labor Market Data and Methodology)*

- Scope:** Offers career advisement, appropriately certified instructor, work-based learning and professional skills are embedded into the curriculum and the program is inclusive of all special populations. Demonstrates connection to labor market to fulfill needs in high skill, high wage, or in demand industries. (*Appendix D: Labor Market Data and Methodology*) (*Appendix G: Work-based Learning Guide*) (*Appendix J: Professional Skills*)
- Quality:** Programs/programs of study are coordinated rigorous non-duplicative sequence of academic and technical content, sufficient course sections that lead to industry recognized credential, certificates and degrees content aligned with challenging academic standards. Provide students opportunities to earn industry recognized credentials, certificates, or degrees. Maintain accreditation. Postsecondary recipients must meet State Determined Levels of Performance (retention and placement, credential, certificate or degree, and nontraditional enrollment). (*Appendix E: Industry Credential Approval Process*)

3. Meeting the Needs of Special Populations

- a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are member of special populations--
- i. will be provided with equal access to activities assisted under this ACT;
ADE/CTE will:
 - provide professional development to subrecipients, and CTE associated personnel (CTE Administrators, school counselors, caseworkers, teachers, site administrators, district and postsecondary personnel), who are responsible for assisting students in course selection. This will occur during the ACTEAZ/ADE summer conference through multiple sessions coordinated by the School Counselor Specialist and members of ADE Exceptional Student Services.
 - provide professional development and training to Special Education caseworkers, school counselors, postsecondary disabled student resource personnel and other school personnel involved with special populations to increase the understanding of CTE programs including how those programs increase employability for special populations.
 - monitor subrecipient's continuous notification of CTE program opportunities and appropriate school counseling/advising practices of course selection. (*Appendix H: Monitoring documents*)
 - ADE/CTE will consult with state and national organizations to learn best practices to share with subrecipients via professional development and technical assistance.
 - ii. will not be discriminated against on the basis of status as a member of a special population;
There will be a review of data collected from subrecipients regarding efforts toward non-discrimination of special populations. Office of Civil Rights reviews will show the percentages of students in special populations that are

being served in CTE programs. A total of seven OCR secondary level reviews will be conducted annually with one postsecondary conducted every other year. This data will be shared with subrecipients to assist them in understanding their current reality with the goal of helping them improve outcomes of special populations in CTE programs.

This data will provide opportunities for outside agencies and associations to develop and implement professional development that addresses student engagement, participation, and performance, and provide resources for instruction specific to special populations in CTE programs across the State.

Additionally, all subrecipients will be required to include an annual and continuous non-disclosure statement on all publications advising students, parents, employers, and the general public that all CTE opportunities will be offered without regard to race, color, national origin, sex, or disability. This will be monitored during program reviews. (*Appendix H: Monitoring documents*)

- iii. *will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations; Through review of data from the Technical Skills Assessment (TSA) and the Consolidated Annual Reports, each CTE Program Specialist will offer focused professional development for instructors:*
- to increase the instructor's knowledge and skills related to the CTE program standards.
 - to address student performance gaps and deficiencies including special populations.
 - to provide opportunities for outside agencies and associations to develop and implement professional development that addresses student engagement, participation, and performance.
 - to provide resources for instruction specific to special populations in CTE programs across the State.
- iv. *will be provided with appropriate accommodations; and*
- Subrecipients will ensure that teachers are aware and adhere to the appropriate specific accommodations or modifications for the special population students as needed for those enrolled in their courses.
 - Subrecipients will assist teachers by providing essential resources as needed by the special population group.
 - ADE will collaborate with the units within the Arizona Department of Education such as Exceptional Student Services, Foster Care, Homeless, Migrant and other identified groups for the purpose of creating professional development opportunities for CTE teachers/instructors to focus on developing strategies to decrease performance gaps.
 - ADE will provide multiple opportunities for teachers to attend professional development including webinars to help subrecipients to understand and analyze data, identify root causes, and develop strategies

to eliminate barriers and to close achievement gaps for special populations.

- v. *will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)*

ADE/CTE supports Work-Based Learning (WBL) opportunities by:

- **providing a WBL guide to subrecipients**
- **providing a WBL course selections aligned to each approved CTE program as part of a coherent sequence of instruction or postsecondary program of study.**
- **collaborating with subrecipients to develop and implement processes for addressing necessary accommodations/ modifications or other support for special population students before they are placed into work-based learning situations.**
- **providing strategies for successful open communication between the subrecipient's personnel responsible for WBL and the employer, to provide optimal opportunities for success of the special population student.**

(Appendix G: Work-based Learning Guide)

4. Preparing Teachers and Faculty

- a. *Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)*

ADE will:

- **develop a teacher recruitment campaign in partnership with business and industry professionals that will target high need positions.**
- **form a committee of educators and business and industry representatives to determine the audiences that will be essential to reach and to inform about the opportunities of teaching CTE programs.**
- **ensure the information in the recruitment campaign will include the secondary and postsecondary CTE teacher certification requirements, resources, and support for new teachers, such as the Premier Series courses (see link below). Premier Series courses are developed to train teachers from business and industry, or a non-CTE academic teaching a career and technical education program, educational pedagogy such as: instructional best practices, classroom management, program management, the benefits and uses of CTSOs (Career and Technical Education Student Organizations), meeting the needs of special populations students, and lab management. This series of courses, developed in collaboration with ADE/CTE, to identify gaps in certification requirements, will be funded through the Perkins V leadership and/or reserve funds. (Appendix L - Secondary Certification Rules) (Appendix M - Postsecondary Certification Rules)**

(Premier Series - <https://www.acteaz.org/premier-series/>)

(Arizona CTE Curriculum Consortium - <https://www.ctecaz.org/>)

- continue to support via Perkins V Leadership and/or reserve funds, the efforts of the Arizona CTE Curriculum Consortium (see link below). This consortium develops all approved CTE program's scope and sequence, framework, blueprints, and detailed lesson plans to assist teachers with instruction. The lesson plans contain all the essential elements of classroom instruction. The Arizona CTE Curriculum Consortium strives to be the premier educational model for professional development, CTE curriculum, and academic and industry integration. They empower teachers to prepare students for career success by providing relevant engaging web based lessons. Teachers can easily navigate through the system to utilize what best suits them. The Arizona CTE Curriculum Consortium empowers teachers to prepare students for college and career success by providing well designed, relevant, and engaging lessons aligned to current state standards. Universal access to blueprints and high quality instructional materials with clear objectives will enable teachers to feel confident in their instruction thus leading to higher retention rate amongst teachers. The ability for teachers to collaborate and develop through high quality professional development leads to teacher satisfaction and retention.

(Arizona CTE Curriculum Consortium - <https://www.ctecaz.org/>)

- provide professional development to subrecipient CTE administrators, whether they are full time CTE administrators or other administrators, school counselors, and other support personnel that have the oversight of CTE programs, as well as scheduling students into CTE programs. This professional development will allow them to become familiar with the components of a CTE program to assist new teachers with program management and how the Premier Series courses will benefit new teachers. This professional development will give the CTE administrator the tools necessary to retain CTE teachers. Administrators may also require teachers to retake the courses if they feel that they need further instruction. It will also help other personnel to appropriately place students into CTE programs.
- partner with regional associations and organizations such as the International Brotherhood of Electrical Workers or human resource departments in various trades to develop regional recruitment plan for retirees or anyone leaving the workforce due to physical limitations.
- support teacher retention efforts in collaboration with education stakeholders. The Arizona Curriculum Consortium works with experienced teachers to develop program scope and sequence, complete lesson plans, including supplemental resources, and assessments. Professional development is provided to teachers to guide them through the lesson delivery process and the specific components of the lesson.
- encourage subrecipients to survey CTE teachers leaving the field to determine the causes for leaving and complete a survey for ADE CTE on an annual basis.
- identify retention barriers and lead efforts to address those barriers at the secondary and postsecondary levels.

- identify support strategies to enable CTE administrators or site administrators to increase teacher retention at the secondary and postsecondary levels.

C. Fiscal Responsibility

1. *Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—*

a. *each eligible recipient will promote academic achievement;*

- The secondary and postsecondary career and technical education grant applications will be revamped to specifically address this element and must be completed fully before grant approval is given. Grant recipients must provide narrative (based on their Comprehensive Local Needs Assessment) (*Appendix C: Comprehensive Local Needs Assessment*) regarding all the following elements:
- how subrecipients will utilize Perkins funds to plan and carry out elements that support implementation of career and technical education programs/programs of study that result in increased student achievement.
- how subrecipients will ensure equal access for all special population students to career and technical education programs/programs of study.
- how subrecipients will ensure that members of specials populations are not discriminated against based on their status as members of specials populations.
- how subrecipient's students participating in career and technical education will be offered the opportunity to gain postsecondary credit such as dual or concurrent enrollment programs while still attending high school.
- how subrecipients will support career and technical education student achievement by promoting access to industry-recognized certification examinations or other assessments leading towards a recognized postsecondary credential.

b. *each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and*

The secondary and postsecondary career and technical education grant applications will be revamped to specifically address this element and must be completed fully before grant approval is given. This area was partially addressed in the previous answer (#5); however, is further expanded upon in the grant application. Grant recipients must provide narrative (based on their Comprehensive Local Needs Assessment) (*Appendix C: Comprehensive Local Needs Assessment*) regarding all the following additional elements related to skill development:

- how the career and technical education programs are offered to students will ensure they have the skills necessary to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations.
- how the results of their Comprehensive Local Needs Assessment support the choice of programs/programs of study being offered by the entity this year (including evidence of the analysis that support their choice of programs). (*Appendix C: Comprehensive Local Needs Assessment*)
- how all students will learn about the career and technical education programs being offered.

- what additional steps they will take inform/recruit special population students into career and technical education programs.
 - provide a description of the work-based learning activities to be provided to students participating in career and technical education programs. (*Appendix G: Work-based Learning Guide*)
 - how they will work with representatives from industry to develop or expand work-based learning opportunities for career and technical education students. (*Appendix G: Work-based Learning Guide*)
 - additionally, postsecondary institutions must address how they will coordinate with local workforce development boards, local workforce agencies, one-stop delivery systems and other partners in their communities.
- c. *each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)*

On a biennial basis, the Arizona Department of Education will conduct an evaluation of the approved secondary CTE Program List for the state which will be based on current labor market data to identify careers in high-skill, high-wage or in-demand industry sectors or occupations for Arizona. Secondary grant recipients will utilize this list as a part of their selection process in determining what career and technical education programs they wish to offer. In addition, they must also consider local/regional economic and education needs as a part of their planning process. Secondary grant recipients will also be able to propose Local Occupational Programs that have been identified as “high need” in their locale. All local occupation programs will be vetted by the Arizona Department of Education through a screening and approval process. Postsecondary will consult with local business and industry, as well as utilize various resources for job market projections to determine the programs offered that are high skill, high wage or in-demand occupations. (*Appendix D: Labor Market Data and Methodology*) (*Appendix I: CTE Program Lists*)

Both the secondary and postsecondary CTE Comprehensive Local Needs Assessment address the consideration of local economic and educational needs (and where appropriate, in-demand industry sectors and occupations).

Both the secondary and postsecondary career and technical education grant applications will be revamped to specifically address this area. Based on the results of the needs assessment, grant recipients must provide narrative regarding the following element:

- **How the results of their Comprehensive Local Needs Assessment support the choice of programs/programs of study being offered by the entity this year (including evidence of the analysis that supports their choice of programs). (*Appendix C: Comprehensive Local Needs Assessment*)**
2. *Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—*
- a. *among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how*

such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

Funds will be distributed in accordance with Section 112(a)(1) of the Act with at least 85% of the allocation being set aside for secondary and postsecondary assistance funding. At the secondary level, funds will be distributed under the provisions of Section 131(a) of the Act. Postsecondary funds will be distributed in accordance with Section 132(a)(2) of the Act.

The percentage distribution of formula funds will be divided with 18% of the funds awarded to postsecondary recipients and 82% of the funds awarded to secondary recipients. Of the funds distributed to Arizona postsecondary recipients, 50% will be awarded per the provisions of Section 132(a)(2) focused on Pell and BIA students. The other 50% of the funds will be awarded on the percent of individuals 18 years of age and older identified by census data as living in poverty by county, relative to Arizona's ten community college districts.

Arizona currently serves a total of 108 union or unified high school districts, 9 high school charter schools and a total of ten community college districts. Because our educational system is so diversified around the state, we believe our method for the distribution of funds specifically provides needed resources for entities to address local and regional workforce needs, as well as, education needs to ensure students have the skills to succeed in their field of choice.

- b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)*

The Arizona Department of Education (through the fiscal and grant program specialists) makes secondary eligible institutions aware of the ability to form consortia under the provisions of Section 122(d)(8)(B). In Arizona, there is a small number of consortia that consist of two or more funding recipients. Since each member of a consortia must be an eligible recipient of Perkins funding to participate, individual allocations are determined based on the provisions of Section 131(a) of the Act. A single fiscal agent is then identified for the group of recipients who is then responsible for coordinating activities for the consortia. The fiscal agent then submits a single grant application for the consortia, with all individual allocations being pooled. Most of the consortia participants are looking for the increases in efficiency and program quality that can result from this kind of arrangement. Any other approved operational arrangements would take the form of an intergovernmental or interagency agreement under the provisions of Arizona law. By pooling resources, each consortia member is hoping to be able to provide students with a broader range of career and technical education services and/or higher-quality programs. The net result of which contributes to student skill acquisition making them better able to succeed in the workplace.

- 3. For the upcoming year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed*

to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)
New year funding was determined based on the Estimated Fiscal Year 2020 State Allocations letter received by the Arizona Department of Education for FY20-21 and a revised split in funding is reflected: 18% for postsecondary and 82% for secondary Perkins subrecipients (based on feedback from stakeholders).

| | |
|---|---------------------|
| FY20-21 Basic Grant Award- | \$30,788,834 |
| Total Local Formula Distribution (88.16%)- | \$27,144,393 |
| Secondary Recipients (82%)- | \$21,540,900 |
| Postsecondary Recipients (18%)- | \$4,728,492 |
| Reserve (Secondary Only)- | \$875,000 |

Funds will continue to be allocated to eligible secondary education districts, area career and technical education districts, public charter schools and Bureau of Indian Affairs recipients utilizing a standardized formula. Based on census data (specifically the Small Area Income & Poverty Estimates report) 70% of the secondary funds will be based on the number of individuals 5-17 years of age that reside in the area being served by an eligible recipient and who are from families below the poverty level for the preceding fiscal year. The balance of the secondary funds available (30%) will be awarded based on the number of individuals 5-17 years of age residing in the area being served by an eligible recipient.

Awards to eligible charter schools or Bureau of Indian Affairs recipients will be made on a county-by-county basis. Funding will reflect the percentage of a county's charter school or Bureau of Indian Affairs students being served relative to a county's total attending high school average daily membership (ADM) counts for all participating eligible recipients.

Arizona has both union high school districts (9-12) with separate elementary districts and unified school districts (K-12). No elementary school district receives Perkins funding; However, we align "feeder" elementary districts with their corresponding union high school district under the specifications of Section 131(d) for the purposes of determining the ADM counts for all participating eligible recipients.

Waivers to the minimal allocation restrictions are made based on the requirements listed in Section 131(c)(2) of the Act:

131(c)(2) WAIVER.—The eligible agency shall waive the application of paragraph (1) in any case in which the local educational agency— (A)(i) is located in a rural, sparsely populated area; or (ii) is a public charter school operating secondary school career and technical education programs or programs of study; and (B) demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part.

Please note that Small Isolated Arizona Schools is defined per Arizona Revised Statute ARS Section 15- 901(A)(26). The URL for this section of the statutes is as follows:

<https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/15/00901.htm>

26. "Small isolated school district" means a school district that meets all of the following:

(a) Has a student count of fewer than six hundred in kindergarten programs and grades one through eight or grades nine through twelve.

(b) Contains no school that is fewer than thirty miles by the most reasonable route from another school, or, if road conditions and terrain make the driving slow or hazardous, fifteen miles from another school that teaches one or more of the same grades and is operated by another school district in this state.

(c) Is designated as a small isolated school district by the superintendent of public instruction.

Of the 14-eligible career and technical education districts (locally known as CTED's) only one has chosen to participate in the Perkins program. Allocations to this CTED is based on written cooperative agreements based on the provisions of Section 131(e) of the Act. Cooperative agreements will be in the form of an intergovernmental or interagency agreement under the provisions of Arizona law.

- 4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.*

Arizona has a total of ten community college districts with eight of the districts located in rural communities. The Pima County Community College District is the state's second largest and is located in the Tucson metropolitan area. The Maricopa County Community College District is the largest community college district in the nation and has numerous locations across the county. Arizona's postsecondary community college system has traditionally received 15% of the funds awarded under Section 112(a)(1). Beginning in FY20-21, the postsecondary community college system will begin receiving an increased percentage of 18% of the available assistance funding. Arizona will to continue using an alternate formula for the award of funds at the postsecondary level under the provisions of Section 132 (a)(1) to make a more equitable distribution of funds to the postsecondary recipients.

The postsecondary formula relies on a combination of number of Federal Pell Grant recipients, recipients of assistance from the Bureau of Indian Affairs and county poverty data to award Perkins funds to the ten community college districts. A total of 50% of the funds will be awarded based on the number of Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs. The final 50% will be awarded based on the percentage of persons 18 years old and older who are economically disadvantaged by county. Census Bureau data will again be used for this part of the formula.

The formula would be as follows:

$$C = \frac{A \times .5 \text{ of formula funds}}{B}$$

$$F = \frac{D \times .5 \text{ of formula funds}}{E}$$

$$G = C + F$$

Definitions:

- A. Number of Pell Grant recipients + the number of BIA recipients enrolled in career and technical education programs in a community college during the preceding fiscal year.**
- B. Total number of Pell Grant recipients + the number of BIA recipients in all community colleges during the preceding fiscal year.**
- C. Part I: (50% based upon Pell & BIA Assistance).**
- D. Percentage of persons 18 years and older by county who is classified as economically disadvantaged.**
- E. 100% of the persons 18 years and older by county who are classified as economically disadvantaged.**
- F. Part II: (50% based upon percentage of persons 18 years old and older who are economically disadvantaged).**
- G. Total proposed postsecondary eligible recipient allocation.**

No postsecondary community college will be awarded an allocation under \$50,000.

Arizona has not had any of the community colleges express an interest in creating a consortia arrangement (to date). However, should this occur, each member of the consortia would need to be an eligible recipient of Perkins funding to participate. Individual allocations would be determined based on the process noted above. A single fiscal agent would then be identified for the consortia who would be responsible for coordinating activities for the consortia. The fiscal agent would submit a single grant application for the consortia, with all individual allocations being pooled. Any other approved operational arrangements would take the form of an intergovernmental or interagency agreement under the provisions of Arizona law.

New year funding was determined based on the Estimated Fiscal Year 2020 State Allocations letter received by the Arizona Department of Education for FY20-21 and a revised split in funding is reflected: 18% for postsecondary and 82% for secondary Perkins subrecipients (based on feedback from stakeholders).

| | |
|---|---------------------|
| FY20-21 Basic Grant Award- | \$30,788,834 |
| Total Local Formula Distribution (88.16%)- | \$27,144,393 |
| Secondary Recipients (82%)- | \$21,540,900 |
| Postsecondary Recipients (18%)- | \$4,728,492 |
| Reserve (Secondary Only)- | \$875,000 |

5. *Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)*

Arizona intends to use the same process to allocate secondary funds as was utilized under the previous Perkins Act. We will continue to use the Small Area Income & Poverty Estimates report from the Census Bureau which is statistically adjusted annually between census years. Data on the number of 5-17-year-olds and 5-17-year-olds living in poverty will specifically be targeted.

The data on the census website for Arizona school districts reflects data on the 5-17-year-old students. Arizona has unified school districts that serve K-12 grades and union high school districts that serve only grades 9-12. The 5-17-year-olds data presented on the census database are grossly understated for union high school districts given the K-12 structure of the other districts reported that do offer career and technical education instruction. It is our process, therefore, to add the elementary feeder census counts to the union high school census counts. Feeder districts are separate elementary school districts which are physically located within the geographical boundaries of the union high school districts. By doing so, we “level the playing field,” by treating all districts as K-12 districts for this purpose.

Arizona is largely rural, with some counties containing elementary school districts that do not have sufficient high school age populations to support a high school. These are called “common school districts” or “Type 03” and only offer grades K-8. They are not physically located within the boundaries of an existing union or unified school district. Common school district students must leave their home district to attend an adjoining district that offers high school programs. Arizona tracks these students and the “district of attendance” census counts are also adjusted based on high school ADM accordingly in order to account for them.

Charter schools do lack physical boundaries and therefore collection of census data based solely on district geographical boundaries is not possible. Public charter schools do report high school average daily membership counts (ADM) to the Arizona Department of Education. While census information is collected on Indian Tribes, census figures for Bureau of Indian Education (BIE) are not provided via the census database. BIE contract schools that wish to apply for Perkins funds will continue to submit enrollment information equivalent to the state required public and charter school high school ADM counts. In the absence of district census data, attending high school ADM data is used, in conjunction with county ADM and census data, to allocate Perkins funds to eligible charter and BIE schools.

Based on census data, 70% of the secondary funds will be awarded based on the number of individuals 5-17 year of age residing in the area being served by an eligible recipient and who are from families below the poverty level for the preceding fiscal year. The balance of the funds (30%) will be awarded based on the number of individuals 5-17 years of age residing in the area being served by an eligible recipient. Awards to eligible charter or BIE recipients will be made on a county-by-county basis. Funding will reflect the percentage of a county’s charter or

BIE students being served relative to a county's total attending ADM counts for all participating eligible recipients.

6. *If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—*
- a. *include a proposal for such an alternative formula; and*
Arizona is not requesting to submit an application for a waiver to the secondary allocation formula described in Section 131(a) and will continue to use the same allocation procedures previously employed (and as described above in C-5).
 - b. *describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)*
A waiver to the allocation formula is not being requested.

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).
No waiver was previously requested for the secondary allocation formula.

7. *If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—*
- a. *include a proposal for such an alternative formula; and*
Arizona will to continue to use the same allocation procedures previously employed (and as described above in C-4). Postsecondary funds will be distributed under the provisions of Section 133(1)(B). The postsecondary formula will rely on a combination of number of Federal Pell Grant recipients, recipients of assistance from the Bureau of Indian Affairs and county poverty data to award Perkins funds to the ten community college districts. A total of 50% of the funds would be awarded based on the number of Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs. The final 50% will be awarded based on the percentage of persons 18 years old and older who are economically disadvantaged by county.
 - b. *describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)*
Arizona has a total of ten permanent community college districts, eight of which are located in very rural areas of the state. The Pima County Community College District is the state's second largest and is located in the Tucson metropolitan area. The Maricopa County Community College District is the largest community college district in the nation and has locations across all of Maricopa County. Arizona will continue to use an alternative formula for the award of monies at the postsecondary level to make a more equitable distribution of funds to postsecondary recipients and better meet their needs. The addition of the county poverty data within the formula helps to support the rural community college districts within the State that have significant

populations at or below the federal poverty line as identified by the federal census data.

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Arizona has used the same postsecondary allocation procedures for Perkins IV, Perkins III and Perkins II with satisfactory results for the subrecipients.

8. *Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V.*

The Arizona Department of Education receives funds annually through the State Block Grant for Vocational Education in the amount of \$11,576,300 and is a continuing level. Most of these funds are provided as grants to school districts and charter schools within the state that provide career and technical education programs. In addition to supporting career and technical education activities across the state, the block grant is also intended to meet the provisions of Section 211(b) for maintenance-of-effort (MOE) as required in Perkins V.

D. Accountability for Results

1. *Identify and include at least one (1) of the following indicators of career and technical education quality-*
 - a. *the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;*

Arizona has identified attainment of recognized postsecondary credential as one of the program quality indicators. ADE/CTE in collaboration with business and industry, has developed a robust system to identify viable and validated third party industry credentials. An application process involving labor market data and validated by Arizona industry as acceptable for employment must be submitted with all requirements necessary to earn the credential. The applications are then reviewed by the related industry advisory committee. Once accepted, the credential is then submitted the AZ CTE Quality Commission for review and approval to be submitted to the Arizona State Board of Education for final approval to be included in the performance measure. ADE/CTE has developed an online reporting system for subrecipients to enter student level attainment of approved industry credentials and certificates. Furthermore, Arizona Revised Statute 15-393 requires all approved CTE programs must lead to industry certifications. Our ESSA School Accountability established a College and Career Ready Index which accounts for 20% of a schools A-F letter grade. Each individual student who attains up to two approved industry credentials will add a point to their schools A-F grade. The governor has also approved an industry credential incentive program allocation \$1000.00 per student attaining an approved credential for in-demand industry

sectors determined by the Arizona Office of Economic Opportunity. These funds will go to the subrecipient's CTE department to offset the cost of credentials, training teachers, and promoting enrollment into the in-demand areas. In the past ADE/CTE has not required districts to report credential attainment except for Perkins IV funds being used for economically disadvantaged students. ADE/CTE has added a "Credentials" tab on the CTE data portal for subrecipients to report student level industry credential/postsecondary certificate attainment. (*Appendix E: Industry Credential Approval Process*)

Numerator: Number of CTE concentrators who graduated from high school during the reporting year and earned an industry recognized credential or community college certificate for their program.

Denominator: Number of CTE concentrators who graduated from high school during the reporting year and attempted to earn an industry recognized credential or community college certificate for their program.

The denominator was selected partly due to students who concentrate in more than one program and may elect to not sit for the certification exam in both programs based on career plans. A clearer picture of passing rate for credentials earned will be gained as a result.

The level of performance was determined by the State Plan committee and set at a relatively low level due to the lack of a complete data set (this data was not a required accountability component prior to Perkins V). The ADE/CTE will require credential/certificate attainment be reported on the online CTE Data Portal beginning with the 2019-2020 school year.

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States.

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Additionally, Arizona had elected to maintain student success on the Arizona Technical Skills Assessment as a measure of quality. Each approved CTE program has an end-of-program technical skills assessment based on program standards and measurement criteria. These assessments are available for students who have become program concentrators. They are given online during a specified testing period in both the fall and spring semesters. Modifications and accommodations have been approved for students who have individual education plans (IEPs) to meet the needs of their special population. Both teachers and students receive immediate feedback once the assessments have been submitted. Since this has been a performance measure

under Perkins IV, we have several years of historical data to consider when selecting the SDLP for this measure.

Numerator: Number of CTE concentrators who graduated from high school during the reporting year who passed the technical skills attainment for their program.

Denominator: Number of CTE concentrators who graduated from high school during the reporting year who took the technical skills assessment for their program.

2. *Provide on the form in Section V.B, for each year covered by the State plan beginning in FY2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance begin the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V) (Appendix B: Performance Measures)*
3. *Describe the procedure the eligible agency adopted for determining State Determines Levels of Performance described in Section 113 of Perkins V, which at a minimum shall include-*
 - a. *a description of the process for public comment under Section 113(b)(3)(B) of Perkins V as part of the statutory requirements for consultation on State Determined Levels of Performance (see Text Box 7 for the statutory requirements for consultation on State Determined Levels of Performance levels under Section 113(b)(3)(B) of Perkins V);*
 - b. *an explanation for the State Determined Levels of Performance that meet each of the statutory requirements in Text Box 8; and*
 - c. *a description of how the State Determined Levels of Performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws (Section 122(d)(10) of Perkins V).*

ADE/CTE reviewed the Perkins V requirements for the State Determined Levels of Performance to identify changes and areas of focus based on the new law. Data from the CTE Data Portal (and annual CAR reports) was reviewed to identify data which might assist in determining new levels of performance. For new data elements (such as Science proficiency), state level student data was reviewed to get a more general sense of student achievement in this area.

On August 28, 2019 the State Plan committee convened to establish the State Determined Levels of Performance which would proceed to public comment. Members of the State Plan committee were comprised of a cross section of individuals identified for participation as indicated in Section 122(c)(1)(A). Past measures of performance were presented and discussed, along with parallels to the new performance measure requirements. Related data was presented for consideration by the State Plan committee. Several variables were discussed such as changes to the State achievement assessment processes. For example, the committee considered that the State achievement assessment cohort will be changing as a part of the testing protocol beginning with the 2019-2020 school

year. In previous years students were tested at the end of course (which included 11th and 12th grade students) however, the testing cohort for Reading / ELA and Math will now be those students in the 10th grade. The State Science assessment is administered to 9th grade students but will be changing in the next two years as a new test is developed. All changes in this area were considered by the State Plan committee as a part of establishing the initial levels of performance for each measure to go out for public comment. (Appendix A: State Plan Team)

- a. Two public forums were held to present the proposed State Determined Levels of Performance in the fall of 2019. Public comment for the Arizona State Plan and the State Determined Levels of Performance was gathered at this time. The first meeting was held on October 9, 2019 in Coolidge, AZ with representatives from business and industry, community members, and subrecipients present to review the proposed State Plan and the State Determined Levels of Performance (with 45 attendees present). A similar opportunity was held in Prescott, AZ on November 7, 2019 with 30 representatives in attendance. Again, these specific opportunities for public input were selected to afford as many stakeholders as possible to participate.

Additionally, an online survey was open from October 25, 2020 through January 13, 2020 to gather and document public input. Email notifications were sent to all funding subrecipients, all business and industry partners and related community organizations to solicit their participation in the survey.

- b. All the selected performance measures for the State of Arizona will include a specific numerator and denominator to ensure that they are objective, quantifiable and measurable. The annual State Determined Levels of Performance will be illustrated as a numerical percentage for clarity. The State Plan committee established the initial 2019-2020 levels for each performance measure with increasing requirements for the three subsequent years. All measures and performance levels were made available for the required public comment period and subsequent feedback incorporated based on suitability and discernment to the overall goals of the State Plan.

It is expected that some adjustment to the State Determined Levels of Performance will be necessary once baseline data is established to ensure Arizona continues to make meaningful progress towards improving the performance of all CTE students. Should this be necessary, the ADE/CTE will follow the required process described in Perkins V, prior to the third program year of the State Plan (for subsequent years). The ADE/CTE will ensure that all required processes are followed as outline in Section 113(b)(2), including the required public comment period. Any modification will then be submitted to the Secretary to affirm that all revised levels meet the requirements of the law. Any modification will consider the average performance of the two most recently

completed program years and be established higher (except in the case of unanticipated circumstances).

All selected performance measures and State Determined Levels of Performance are in alignment with our defined measures of quality and established goals for the Arizona State Plan.

- c. There are a number of ways that the selected performance measures and established levels of performance align with the goals and objectives from other Federal and State laws. As mentioned previously, Arizona Revised Statute 15-393 requires all approved CTE programs lead to industry certifications. Our Every Student Succeeds Act (ESSA) - School Accountability team established a College and Career Ready Index which accounts for 20% of a schools A-F letter grade. There are several ways schools can earn point tied to career and technical education. Students who complete a required CTE sequence and pass the Arizona Technical Skills Assessment for that sequence can earn 1.25 points. Students who pass a college level career pathway (CTE) course for which college credit can be earned will accrue .50 point per course. Students who complete a CTE course (outside of a sequence) can earn .25 points per course. Each student who attains up to two approved industry credentials (credential, certificate or license) will add a point to their schools A-F grade. A student who completes a well-defined work-based learning experience of at least 120 hours can earn 1 point. All of these variables tie back neatly to the selected performance levels and State Plan.

Most recently, Governor Ducey and Arizona State Legislature established Arizona Revised Statute 15-249.15 for the Arizona Industry Credential Incentive fund. The statute establishes an industry credential incentive program allocation of \$1,000 per student attaining an approved credential for in-demand industry sectors determined by the Arizona Office of Economic Opportunity. Perkins subrecipients will be eligible to apply for these funds, having approved CTE programs, to offset the student cost of acquiring a certificate/credential/license, professional development for teachers, student career literacy, improvement of select CTE programs and courses and promoting enrollment into the in-demand areas

Three of the ADE/CTE performance measures are aligned with student academic proficiency in Reading, Mathematics and Science as measured by the Arizona Board of Education adopted assessments. Arizona Revised Statute 15-741 outlines the State achievement assessment protocols to be followed in measuring student academic achievement in these areas. The subsection of CTE concentrators who met or exceeded the standards for each academic area will be utilized in the calculation of the state level of actual performance.

The ADE/CTE Plan, performance measures and chosen levels of performance coordinate nicely with the goals and implementation of Every Student Succeeds Act (ESSA). The ADE/CTE embraces the idea that CTE courses should be supportive of and aligned with challenging academic content. Teachers should be provided with the knowledge and skills necessary to assist students in meeting those standards. Many of the data elements that will be collected to determine the performance measures are aligned to ESSA. For example, the ADE/CTE will be using the four-year adjusted cohort graduation rate. We will be engaging in increased data disaggregation in the new State Plan including increased analysis of identified subgroup populations. Both the performance data required by Perkins V will be included and categories of students described in ESSA. Our CTE Data Portal will be accessing increased data through the AzEDS main database in order to facilitate much of this data collection. We are working internally to coordinate with state level staff working in ESSA and are encouraging our subrecipients to follow suit at the local level.

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

The ADE/CTE has used previous data collected by the CTE Data Portal, as well as, auxiliary data to establish the initial plan for the State Determined Levels of Performance. The CTE Data Portal application is currently being modified to collect the required data elements as a part of the new State Plan and performance measures. The modified application will be able to consume increased data elements from the AzEDS main database in order to increase data quality and data coordination with other areas of ADE. Once first year data is collected and the new performance measures implemented, baseline information will be available for analysis statewide. This includes data analysis at the local and state levels pertinent to targeted subpopulation performance.

- 4. Provide a written response to the comments regarding State Determined Performance Levels received during the public comment period pursuant to Section 113(b)(3)(B) of Perkins V.*

Secondary subrecipients comments focused on the requirement of the three academic performance measures. The cohort for the Reading/Language proficiency will change this year from end of course (usually 11 and 12 grades) to 10th grade cohort. The committee determining the levels of performance took that into consideration and as a result there is a small yearly increase on the performance measures.

Concerns were expressed about the fact that science proficiency is now a performance measure. This is a new performance measure required by Perkins V. Arizona is in transition with the science achievement assessment. Currently, students take the Arizona Instrument Measure of Success (AIMS). An RFP has been issued for a new science assessment to be developed. This will be fully implemented in 2023. Benchmark testing will begin in 2021-2022.

Postsecondary comments centered around using concentrators and completed the program as the cohort of students used in 1P1 and 1P2. As a result, the cohort was changed to “number of students who completed their CTE program”. 3P1 was kept as “nontraditional students who concentrated in a nontraditional CTE program.

Nontraditional enrollment is required by Perkins V as a postsecondary indicator.

5. *Describe how the eligible agency will address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if not meaningful progress has been achieved prior to the third program year, a description of the additional actions the agency will take to eliminate disparities or gaps.*

The ADE/CTE is currently in the process of modifying the CTE Data Portal to collect the required data elements as a part of the new State Plan and performance measures. The modified application will be able to consume increased data elements from the AzEDS main database in order to increase data quality and data coordination with other areas of ADE. Once first year data is collected and the new performance measures implemented, baseline information will be available for analysis statewide. This includes data analysis at the local and state levels pertinent to targeted subpopulation performance. Specific reports are being developed at the local and state levels for each of the major data elements (enrollment, participants, concentrators, placements, earned credentials) so that a variety of data analysis can be performed. This includes specific data on all the special populations to determine where gaps in performance may exist, where teachers may need support or professional development and to develop plans to close identified gaps. The ADE/CTE will look for specific trends in the data in order to target the technical assistance and professional development to be provided to subrecipients.

B: Budget Form

Appendix A: State Plan Team

| First Name | Last Name | Title | Organization |
|---|-----------|--|---|
| Representing Adult Education / CTE Providers | | | |
| Sheryl | Hart | State Director of Adult Education | Arizona Department of Education |
| John | Mulcahy | Assistant Superintendent | West-MEC |
| Representing Agencies for Out of School, Youth at Risk | | | |
| Marvy | McNeese | Principal, Juvenile Detention | Yavapai County Education Service Agency |
| Representing Arizona Department of Education | | | |
| Jon | Alanis | Policy Analyst | Arizona Department of Education |
| Judy | Balogh | Team Lead, Technical Standards, Technical Skills Assessments, Career Development Collaboration | Arizona Department of Education |
| Silvia | Chavez | State Coordinator Homeless Education Project | Arizona Department of Education |
| Heather | Cruz | Associate Superintendent, High Academic Standards for Students | Arizona Department of Education |
| Don | Dolin | POS/Postsecondary Program Specialist | Arizona Department of Education |
| Julie | Ellis | CTSO Team Lead | Arizona Department of Education |
| Jennifer | Flores | Lead Fiscal Specialist | Arizona Department of Education |
| Marilyn | Gardner | CTE Director of Fiscal, Grants and Accountability | Arizona Department of Education |
| Cindy | Gutierrez | Director, CTE Program Services | Arizona Department of Education |
| Kathy | Hoffman | Superintendent of Public Instruction | Arizona Department of Education |
| JoAnne | McCoy | Manager of the Zip Code Project | Arizona Department of Education |
| Mary | Medina | OCR Special Populations Program Specialist | Arizona Department of Education |
| Cathie | Raymond | Deputy Associate Superintendent, Career and Technical Education | Arizona Department of Education |
| Kay | Schreiber | College and Career Ready Contact State School Counselors Coordinator | Arizona Department of Education |
| Terry | Strayhand | CTE Grants Team Lead | Arizona Department of Education |

| First Name | Last Name | Title | Organization |
|---|---------------|--|--|
| Representing Charter Schools | | | |
| Patrick | Wellert | Principal | Arizona Agribusiness and Equine Center |
| Representing Community | | | |
| Lori Beth | Horton | Parent Representative | Parent Representative |
| Jamie | Von Hatten | Parent Representative | Parent Representative |
| Catherine | Horton | DECA State Officer | Student Representative |
| Lexi | Von Hatten | Student, Mountain Ridge High School | Student Representative |
| Representing Community Organizations | | | |
| Rachel | Yanof | Executive Director | Achieve60AZ |
| Amanda | Shively | President | ACOVA |
| Pam | Ferguson | Executive Director | ACTEAZ |
| Debra | Zurcher | Premier Series Coordinator | ACTEAZ |
| Cathleen | Barton | Education Consultant | Arizona Business and Education Coalition |
| Debra | Raeder | Vice President, Project Development | Arizona Business and Education Coalition |
| Roxanne | Dewyer-Murphy | Director | Arizona College Access Network |
| Tammy | Bonner | Assistant Director | AZ CTE Curriculum Consortium |
| Cindy | Erwin | Director, College and Career Pathways | Center for the Future of Arizona |
| Julie | Pastrick | President/CEO | Greater Flagstaff Chamber of Commerce |
| Jennifer | Mellor | Chief Innovation Officer | Greater Phoenix Chamber |
| Janice | Palmer | Vice President and Director of Policy | Helios Education Foundation |
| Dawn | Grove | Corporate Counsel | Ping Golf Clubs, Karsten Manufacturing Corporation |
| Katherine | Pappas | Director of Workforce Strategy | Pipeline AZ |
| Representing Governor's Office | | | |
| Dawn | Wallace | Director and Education Policy Advisor | Arizona Governor Ducey's Office of Education |
| Representing Indian Tribes | | | |
| Nadine | Groenig | Director of Indian Education | Arizona Department of Education |
| Stephen | Roe Lewis | Governor | Gila River Indian Community |
| Representing Individuals with Disabilities | | | |
| Melissa | Brown | Supervisor of Career and Technical Education | Arizona State Schools for the Deaf and the Blind |
| Representing Postsecondary Education | | | |
| Daniel | Barajas | Associate Vice Chancellor, Workforce Development | Maricopa Community Colleges |
| John | Morgan | Career and Technical Education Center Dean | Yavapai College |

| First Name | Last Name | Title | Organization |
|---|------------|--|--|
| Representing Secondary Education | | | |
| Phillip | Nowlin | Principal | Canyon View High School |
| Jacqui | Clay | Superintendent | Cochise County |
| Gina | Covert | CTE Director | Colorado River |
| James | Grieshaber | CTE Director | Dysart Unified District |
| Doug | Wilson | Superintendent | Marana Unified School |
| Gretchen | Wesbrock | Director of Student Support Services/Counselor | Mingus Union High School |
| Leah | Oliver | Teacher | Mountain View High School |
| Ian | Deonise | Principal | Paradise Valley High School |
| Amanda | Nolasco | Counselor | Phoenix Union High School District |
| Katy | Gazda | Teacher | Red Mesa High School |
| Alvina | Tsosi | Guidance Counselor | Red Mesa High School |
| Aron | Schmidt | CTE Director | Vail School District |
| Representing Special Populations | | | |
| James | Rivera | Director of Special Projects | Arizona Department of Education |
| Joey | Taylor | Foster Care Education Coordinator | Arizona Department of Education |
| Alexis | Clermont | State Coordinator for Homeless Education | Arizona Department of Education |
| Susan | Voirol | Phoenix Manager, Employment First | University of Arizona |
| Representing State Board | | | |
| Catcher | Baden | Deputy Director | Arizona State Board of Education |
| Representing State Workforce | | | |
| Shawn | Neidorf | Senior Vice President, Research | Arizona Commerce Authority |
| Rosalyn | Boxer | Workforce Program Administrator | Arizona Office of Economic Opportunity |
| Shea | Padilla | Workforce Project Coordinator | Arizona Office of Economic Opportunity |
| Trevor | Stokes | Workforce Project Coordinator | Arizona Office of Economic Opportunity |

Appendix B: Performance Measures

| Secondary Performance Measures Note: A secondary concentrator is defined as a student who has completed at least two courses in a single career & technical education program or program of study. In Arizona a course earns 1.0 Carnegie Unit of credit. | State Determined Levels of Performance (STLP) | | | |
|---|--|---------------------|---------------------|----------------------|
| | SY19-20 Data | SY20-21 Data | SY21-22 Data | SY 22-23 Data |
| 1S1 Graduation Rate Numerator: Number of CTE <u>concentrators</u> who graduated in the reporting year. Denominator: Number of CTE <u>concentrators</u> who left secondary education in the reporting year. | 92.00% | 92.25% | 92.50% | 92.75% |
| *2S1 Reading/Language Proficiency Numerator: Number of CTE <u>concentrators</u> who met or exceeded all the reading standards measured on a State Reading Assessment test and left secondary education in the reporting year. Denominator: Number of CTE <u>concentrators</u> who took a State Reading Assessment test and left secondary education in the reporting year. | 24.25% | 24.50% | 24.75% | 25.00% |
| *2S2 Mathematics Proficiency Numerator: Number of CTE <u>concentrators</u> who met or exceeded all the mathematics standards measured on a State Mathematics Assessment test and left secondary education in the reporting year. Denominator: Number of CTE <u>concentrators</u> who took a State Mathematics Assessment test and left secondary education in the reporting year. | 28.00% | 28.25% | 28.50% | 28.75% |
| *2S3 Science Proficiency Numerator: Number of CTE <u>concentrators</u> who met or exceeded all the science standards measured on a State Science Assessment test and left secondary education in the reporting year. Denominator: Number of CTE <u>concentrators</u> who took a State Science Assessment test and left secondary education in the reporting year. | 20.00% | 20.25% | 20.50% | 20.75% |
| 3S1 Placement Numerator: Number of CTE <u>concentrators</u> who, in the second quarter after exiting from secondary education, were placed in postsecondary education or advanced training, in military service, in a service program that receives assistance through the National & Community Service Act of 1990, in the Peace Corps or employed. Denominator: Number of CTE <u>concentrators</u> who left secondary education during the reporting year. | 76.00% | 76.25% | 76.50% | 76.75% |
| 4S1 Nontraditional Numerator: Number of nontraditional CTE <u>concentrators</u> in a nontraditional program in the reporting year. Denominator: Number of CTE <u>concentrators</u> in a nontraditional program in the reporting year. | 33.00% | 33.25% | 33.50% | 33.75% |

| | | | | |
|--|--------|--------|--------|--------|
| 5S1 Industry Recognized Credential Numerator: Number of CTE <u>concentrators</u> who graduated from high school during the reporting year and earned a recognized postsecondary credential for their program. Denominator: Number of CTE <u>concentrators</u> who graduated from high school during the reporting year and attempted to earn a recognized postsecondary credential for their program. | 33.00% | 33.25% | 33.50% | 33.75% |
| 5S4 Technical Skills Assessment Numerator: Number of CTE <u>concentrators</u> who graduated from high school during the reporting year who passed the technical skills assessment for their program. Denominator: Number of CTE <u>concentrators</u> who graduated from high school during the reporting year who took the technical skills assessment for their program. | 70.00% | 70.25% | 70.50% | 70.75% |

***As a reference, the 2019 statewide Arizona percent passing for Reading/Language Proficiency was 42% (for all assessments).**

*** As a reference, the 2019 statewide Arizona percent passing for Mathematics Proficiency was 42% (for all assessments).**

*** As a reference, the statewide Arizona percent passing for Science Proficiency was 52% (all grades, all students).**

| Postsecondary Performance Measures | State Determined Levels of Performance (STLP) | | | |
|--|---|--------------|--------------|---------------|
| | SY19-20 Data | SY20-21 Data | SY21-22 Data | SY 22-23 Data |
| 1P1 Retention & Placement Numerator: Number of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education or advanced training, enter military service, a service program that receives assistance through the National & Community Service Act of 1990, the Peace Corps or were employed. Denominator: Number of CTE concentrators who completed their CTE program in the reporting year. | 35.00% | 35.25% | 35.50% | 35.75% |
| 2P1 Credential, Certificate or Degree Numerator: Number of CTE concentrators who attained a recognized postsecondary credential during participation in a CTE program or within one year of program completion. Denominator: Number of CTE concentrators who left postsecondary education during the reporting year. | 45.00% | 45.25% | 45.50% | 45.75% |
| 3P1 Nontraditional Enrollment Numerator: Number of nontraditional students who concentrated in a nontraditional CTE program in the reporting year. Denominator: Number of students who concentrated in a nontraditional CTE program in the reporting year. | 22.00% | 22.25% | 22.50% | 22.75% |



COMPREHENSIVE LOCAL NEEDS ASSESSMENT

[Document subtitle]

Carl D. Perkins V



REVISED FEBRUARY 2020
ARIZONA DEPARTMENT OF EDUCATION

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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 subrecipient cannot demonstrate a need based on the Comprehensive Needs Assessment.

The Local Needs Assessment must be completed on a biennial 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.

| | |
|---------------------------------------|----------------------|
| Subrecipient Name: | <input type="text"/> |
| Date: | <input type="text"/> |
| Needs Assessment Lead Coordinator: | <input type="text"/> |

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

Comprehensive Needs Assessment Leadership Team

(please complete each section)

| Representative | Name | Position | Signature | Date |
|----------------|------|----------|-----------|------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
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| | | | | |
| | | | | |

Program of Study Comprehensive Local Needs Assessment

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

| Rating | |
|--------------------------|--|
| 1 = This is a strength | 3 = This is an area we need to improve |
| 2 = This is satisfactory | 4 = This area needs major improvement |

Choose the statement within each element which best matches your environment

Evaluation & Accountability

| Criteria | Rating | Briefly list strengths and/or areas of focus for improvement | Indicate evidence reviewed |
|--|--|--|----------------------------|
| 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. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| 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. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| Periodically reviews the results of relevant career and technical education evaluation activities and makes adjustments to plans as needed. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |

Career Exploration/Career Development

| Criteria | Rating | Briefly list strengths and/or areas of focus for improvement | Indicate evidence reviewed |
|--|--|--|----------------------------|
| 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. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| 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. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| 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). | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |

Professional Development

| Criteria | Rating | Briefly list strengths and/or areas of focus for improvement | Indicate evidence reviewed |
|--|--|--|----------------------------|
| Provides professional development for career and technical education teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |

Professional Development

| Criteria | Rating | Briefly list strengths and/or areas of focus for improvement | Indicate evidence reviewed |
|--|--|--|----------------------------|
| 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. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| 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. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| 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. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| 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) | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |

Skill Development

| Criteria | Rating | Briefly list strengths and/or areas of focus for improvement | Indicate evidence reviewed |
|---|--|--|----------------------------|
| 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. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| Provides the opportunity for students, including members of special populations, to learn about school career and technical education programs/program of study. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| 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. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| Provides additional steps to inform/recruit special populations into career and technical education programs. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| Provides opportunities for students to participate in real-life work experience through career and technical education Work-Based Learning (WBL) programs. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| 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. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |

Skill Development

| Criteria | Rating | Briefly list strengths and/or areas of focus for improvement | Indicate evidence reviewed |
|---|--|--|----------------------------|
| <p>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.</p> <p>(Postsecondary only)</p> | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |

Academic Integration

| Criteria | Rating | Briefly list strengths and/or areas of focus for improvement | Indicate evidence reviewed |
|--|--|--|----------------------------|
| 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. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| Supports the integration of academic skills that will enable CTE participants at the secondary school level to meet challenging academic standards. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| 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. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |

Increase Student Achievement

| Criteria | Rating | Briefly list strengths and/or areas of focus for improvement | Indicate evidence reviewed |
|--|--|--|----------------------------|
| 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. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| Ensures equal access for all special population students to career and technical education courses, programs/programs of study, in a non-discriminatory manner. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| 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. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| 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. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| Provides participants with access to industry-recognized certification examinations or other assessments leading toward a recognized post-secondary credential. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |
| Academic/career and technical education teachers utilize student data to identify gaps in performance. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | |

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)].

| Rating |
|--|
| 1 = Met |
| 2 = Not Met for at least one but not more than two consecutive years |
| 3 = Not Met three consecutive years or more |

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

| Criteria | Rating | List disparities or gaps in performance among population subgroups | Briefly list your primary areas of focus |
|--------------------------------|--|--|--|
| Performance Measure 1S1 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | | |
| Performance Measure 2S1 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | | |
| Performance Measure 2S2 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | | |
| Performance Measure 2S3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | | |
| Performance Measure 3S1 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | | |

| Criteria | Rating | List disparities or gaps in performance among population subgroups | Briefly list your primary areas of focus |
|--------------------------------|--|--|--|
| Performance Measure 4S1 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | | |
| Performance Measure 5S1 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | | |
| Performance Measure 5S4 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | | |

Postsecondary Performance Measures

| Criteria | Rating | List disparities or gaps in performance among population subgroups | Briefly list your primary areas of focus |
|--------------------------------|--|--|--|
| Performance Measure 1P1 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | | |
| Performance Measure 2P1 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | | |
| Performance Measure 3P1 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | | |

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. By the time you have read this document, you should understand the following:

- The purpose of a Comprehensive Needs Assessment
- The required components of a Comprehensive Needs Assessment
- How to write a SMART goal, strategies, and action steps

Common Q&A

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

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 biennial 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. In education, the Comprehensive Needs Assessment determines the needs of those who receive the academic service (students), the providers of the academic services (school staff), and the structure and system of the organization (academic programs, assessment and evaluation, resources).

A Comprehensive Needs Assessment consists of the following steps:

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

What are the Benefits?

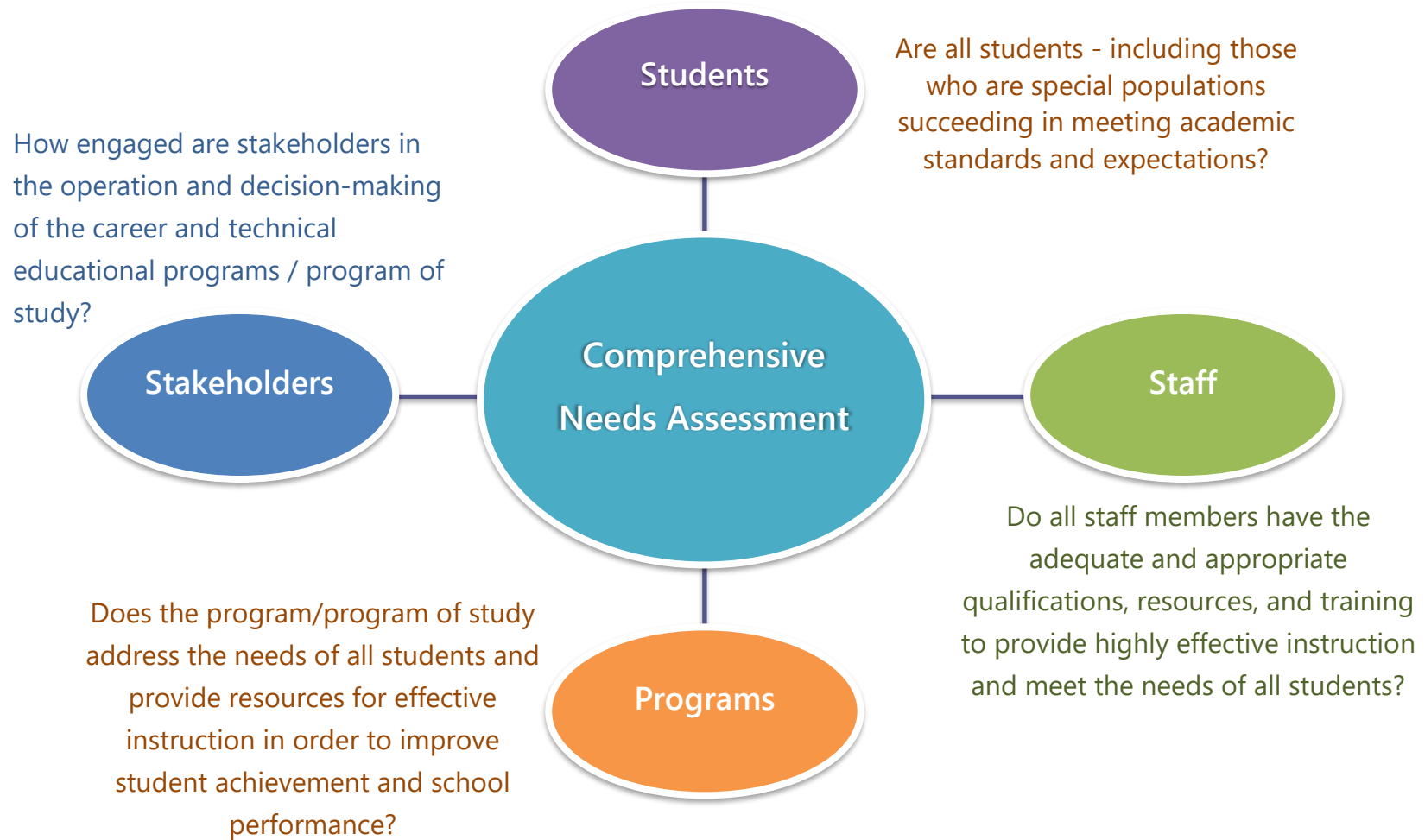
Strengths and weaknesses of a subrecipient can be determined. Understanding the context and constraints of the subrecipient can be evaluated. Perform a root-cause analysis and develop an improvement plan. Overall the process of completing a local needs assessment is about helping you make more formal decisions about your programs, using data to ensure your local CTE programs help create success for students and employers.

Who should participate in the Needs Assessment Process?

Local recipients are required to engage a diverse body of **lead team participants** who will lead in the planning and implementation of the needs assessment. They will also assist in reviewing and analyzing the data results to support cross-sector coordination. 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.

Comprehensive Needs Assessment Chart



SMART Goals

What are SMART Goals?

S*trategic & Specific* – Based on an analysis of data and deemed a priority by the LEA and indicates specific groups of students, content areas, and behaviors.

M*easurable* – Uses specific instruments or tools to measure impact, progress, and success.

A*ttainable* – Targeted objectives are doable and realistic without being uninspiring.

R*esults Based* – Describes a specific outcome in terms of student learning/achievement results.

T*ime 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*.

How to Write SMART Goals

SMART Goals in education, are used to help educators develop clear plans. SMART goals follow the acronym: specific, measurable, achievable, relevant, and time-bound.

Specific - S

When setting a goal, be specific about what you want to accomplish. Think about this as the mission statement for your goal. This isn't a detailed list of how you're going to meet a goal, but it should include an answer to the popular 'w' questions:

- Who – Consider who needs to be involved to achieve the goal (this is especially important when you're working on a group project)
- What – Think about exactly what you are trying to accomplish and don't be afraid to get very detailed
- When – You'll get more specific about this question under the "time-bound" section of defining S.M.A.R.T. goals, but you should at least set a time frame
- Where – This question may not always apply, especially if you're setting personal goals, but if there's a location or relevant event, identify it here
- Which – Determine any related obstacles or requirements. This question can be beneficial in deciding if your goal is realistic. For example, if the goal is to open a baking business, but you've never baked anything before, that might be an issue. As a result, you may refine the specifics of the goal to be "Learn how to bake in order to open a baking business"
- Why – What is the reason for the goal? When it comes to using this method for employees, the answer will likely be along the lines of company advancement or career development

Measurable - M

What metrics are you going to use to determine if you meet the goal? This makes a goal more tangible because it provides a way to measure progress. If it's a project that's going to take a few months to complete, then set some milestones by considering specific tasks to accomplish. Milestones are a series of steps along the way that when added up will result in the completion of your main goal.

- As the "M" in SMART states, there should be a source of information to measure or determine whether a goal has been achieved
- The M is a direct (or possibly indirect) indicator of what success for a particular goal will look like
- Sometimes measurement is difficult and managers and employees will need to work together to identify the most relevant and feasible data sources and collection methods
- Data collection efforts needed to measure a goal can be included in that goal's action plan
- Even if a perfect, direct measurement source is not immediately feasible for a given goal, the discussion about the desired end result (why this goal is important) and what the measurement options are (what success might look like) is an important and valuable part of performance planning
- Measurement methods can be both quantitative (productivity results, money saved or earned, etc.) and qualitative (client testimonials, surveys, etc.)

Achievable - A

This focuses on how important a goal is to you and what you can do to make it attainable and may require developing new skills and changing attitudes. The goal is meant to inspire motivation, not discouragement. Think about:

- how to accomplish the goal,
- if you have the tools/skills needed,
- if not, consider what it would take to attain them

Relevant - R

Relevance refers focusing on something that makes sense with the broader business goals. For example, if the goal is to launch a new program or service, it should be something that's in alignment with the overall business/department objectives. Your team may be able to launch a new program, but if your division is not prioritizing launching that type of new programs, then the goal wouldn't be relevant.

Time-Bound - T

Anyone can set goals, but if it lacks realistic timing, chances are you're not going to succeed. Providing a target date for deliverables is imperative. Ask specific questions about the goal deadline and what can be accomplished within that time period. If the goal will take three months to complete, it's useful to define what should be achieved half-way through the process. Providing time constraints also creates a sense of urgency.

S.M.A.R.T. Goals (practice sheet)

Creating S.M.A.R.T. Goals help you identify if what you want to achieve is realistic and determine a deadline. When writing S.M.A.R.T. Goals use concise language but include relevant information. These are designed to help you succeed, so be positive when answering the questions.

Initial Goal (*Write the goal you have in mind*):

1. Specific (*What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?*):

2. Measurable (*How can you measure progress and know if you've successfully met your goal? What data will be used to measure the goal?*):

3. Achievable (*Do you have the skills required to achieve the goal? Is it doable?*):

4. Relevant/Realistic (*Why am I setting this goal now? Is it aligned with overall objectives?*):

5. Time-bound (*What's the deadline and is it realistic?*):

Appendix D: Labor Market Data and Methodology

Education Program Ratings, Statewide

| Rating ¹ | Educ. Level ² | CIP Code ³ | Classification of Instructional Program (CIP) Title | Projected Percent Growth (2017-2027) ⁴ | Projected Numeric Change (2017-2027) ⁵ | Projected Numeric Job Openings (2017-2027) ⁶ | Average Hourly Wage (2018) ⁷ | ONET Score ⁸ |
|---------------------|--------------------------|-----------------------|---|---|---|---|---|-------------------------|
| 5 | Bachelor's Degree | 51.38 | Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing | 34.8% | 19,942 | 53,860 | \$37.02 | 636 |
| 5 | Bachelor's Degree | 14.41 | Electromechanical Engineering | 17.0% | 419 | 2,070 | \$47.23 | 641 |
| 5 | Bachelor's Degree | 14.08 | Civil Engineering | 19.5% | 560 | 2,760 | \$40.51 | 642 |
| 5 | Bachelor's Degree | 11.01 | Computer and Information Sciences, General | 20.3% | 2,642 | 11,630 | \$44.38 | 567 |
| 5 | Bachelor's Degree | 14.1 | Electrical, Electronics and Communications Engineering | 12.7% | 1,417 | 8,820 | \$50.44 | 603 |
| 5 | Bachelor's Degree | 14.35 | Industrial Engineering | 21.6% | 297 | 1,270 | \$46.13 | 597 |
| 5 | Bachelor's Degree | 14.09 | Computer Engineering | 24.3% | 1,351 | 5,260 | \$49.79 | 541 |
| 5 | Bachelor's Degree | 52.01 | Business/Commerce, General | 22.3% | 1,506 | 7,890 | \$40.32 | 564 |
| 5 | Bachelor's Degree | 14.19 | Mechanical Engineering | 17.4% | 647 | 3,350 | \$44.22 | 610 |
| 5 | Bachelor's Degree | 26.11 | Biomathematics, Bioinformatics, and Computational Biology | 33.7% | 787 | 2,530 | \$45.62 | 541 |
| 5 | Bachelor's Degree | 52.02 | Business Administration, Management and Operations | 20.4% | 1,897 | 10,870 | \$39.05 | 571 |
| 5 | Bachelor's Degree | 14.33 | Construction Engineering | 21.3% | 623 | 3,080 | \$38.52 | 617 |
| 5 | Bachelor's Degree | 11.09 | Computer Systems Networking and Telecommunications | 19.1% | 1,092 | 5,170 | \$40.65 | 572 |
| 5 | Bachelor's Degree | 14.36 | Manufacturing Engineering | 22.7% | 471 | 2,160 | \$40.72 | 580 |
| 5 | Bachelor's Degree | 51.27 | Medical Illustration and Informatics | 32.2% | 802 | 2,670 | \$44.69 | 541 |
| 5 | Bachelor's Degree | 11.07 | Computer Science | 22.6% | 1,600 | 6,740 | \$42.87 | 530 |
| 5 | Bachelor's Degree | 15.12 | Computer Engineering Technologies/Technicians | 21.2% | 1,136 | 5,130 | \$43.84 | 541 |
| 5 | Bachelor's Degree | 11.02 | Computer Programming | 22.4% | 1,325 | 5,620 | \$42.93 | 527 |
| 5 | Bachelor's Degree | 45.06 | Economics* | 34.0% | 1,379 | 5,900 | \$30.25 | 549 |
| 5 | Bachelor's Degree | 52.14 | Marketing* | 34.0% | 1,379 | 5,900 | \$30.25 | 549 |
| 5 | Bachelor's Degree | 4.04 | Environmental Design | 13.6% | 117 | 760 | \$40.47 | 655 |
| 5 | Bachelor's Degree | 11.05 | Computer Systems Analysis | 17.9% | 952 | 4,710 | \$40.21 | 575 |
| 5 | Bachelor's Degree | 4.02 | Architecture* | 11.8% | 61 | 450 | \$45.78 | 675 |
| 5 | Bachelor's Degree | 4.08 | Architectural History and Criticism* | 11.8% | 61 | 450 | \$45.78 | 675 |
| 5 | Bachelor's Degree | 19.02 | Family and Consumer Sciences/Human Sciences Business Services | 28.5% | 1,587 | 7,620 | \$30.19 | 541 |
| 5 | Bachelor's Degree | 15.15 | Engineering-Related Fields | 16.9% | 447 | 2,540 | \$38.96 | 602 |
| 5 | Bachelor's Degree | 14.37 | Operations Research | 45.7% | 648 | 1,670 | \$36.90 | 540 |
| 5 | Bachelor's Degree | 14.14 | Environmental/Environmental Health Engineering | 13.5% | 138 | 830 | \$37.11 | 648 |
| 5 | Bachelor's Degree | 11.04 | Information Science/Studies | 17.6% | 475 | 2,340 | \$47.33 | 515 |
| 5 | Bachelor's Degree | 40.05 | Chemistry | 18.0% | 162 | 1,110 | \$32.71 | 621 |
| 5 | Associate's Degree | 51.09 | Allied Health Diagnostic, Intervention, and Treatment Professions | 33.5% | 5,612 | 16,090 | \$28.84 | 630 |
| 5 | Associate's Degree | 52.08 | Finance and Financial Management Services | 24.7% | 11,076 | 54,240 | \$27.44 | 490 |
| 5 | Associate's Degree | 51.22 | Public Health | 21.6% | 421 | 2,260 | \$27.42 | 595 |
| 5 | Associate's Degree | 52.03 | Accounting and Related Services | 18.7% | 2,242 | 13,820 | \$30.54 | 499 |
| 5 | Associate's Degree | 15.13 | Drafting/Design Engineering Technologies/Technicians | 20.2% | 494 | 2,730 | \$29.83 | 533 |
| 5 | Associate's Degree | 41.03 | Physical Science Technologies/Technicians | 17.0% | 580 | 4,280 | \$23.84 | 599 |
| 5 | Post-Second Award | 51.08 | Allied Health and Medical Assisting Services | 34.0% | 8,327 | 35,580 | \$18.41 | 553 |

| Rating ¹ | Educ. Level ² | CIP Code ³ | Classification of Instructional Program (CIP) Title | Projected Percent Growth (2017-2027) ⁴ | Projected Numeric Change (2017-2027) ⁵ | Projected Numeric Job Openings (2017-2027) ⁶ | Average Hourly Wage (2018) ⁷ | ONET Score ⁸ |
|---------------------|--------------------------|-----------------------|--|---|---|---|---|-------------------------|
| 5 | Post-Second Award | 11.1 | Computer/Information Technology Administration and Management | 18.9% | 2,529 | 12,450 | \$32.75 | 562 |
| 5 | Post-Second Award | 51.06 | Dental Support Services and Allied Professions | 28.2% | 2,941 | 14,050 | \$24.35 | 546 |
| 5 | Post-Second Award | 47.02 | Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HAC | 36.7% | 1,449 | 5,880 | \$22.14 | 661 |
| 5 | H.S. Diploma or Less | 46.03 | Electrical and Power Transmission Installers | 24.4% | 3,860 | 22,630 | \$24.28 | 649 |
| 5 | H.S. Diploma or Less | 46.05 | Plumbing and Related Water Supply Services | 32.5% | 3,355 | 15,840 | \$23.44 | 614 |
| 5 | H.S. Diploma or Less | 49.02 | Ground Transportation | 18.3% | 12,811 | 94,450 | \$20.55 | 556 |
| 5 | H.S. Diploma or Less | 46.04 | Building/Construction Finishing, Management, and Inspection | 19.3% | 11,323 | 72,970 | \$19.26 | 570 |
| 5 | H.S. Diploma or Less | 46.02 | Carpenters | 17.7% | 3,026 | 19,780 | \$20.89 | 608 |
| 5 | H.S. Diploma or Less | 47.03 | Heavy/Industrial Equipment Maintenance Technologies | 14.5% | 1,185 | 9,220 | \$24.89 | 629 |
| 5 | H.S. Diploma or Less | 52.18 | General Sales, Merchandising and Related Marketing Operations | 15.2% | 7,055 | 64,040 | \$27.64 | 509 |
| 4 | Bachelor's Degree | 11.08 | Computer Software and Media Applications | 21.7% | 1,028 | 4,710 | \$39.12 | 532 |
| 4 | Bachelor's Degree | 51.23 | Rehabilitation and Therapeutic Professions | 31.3% | 326 | 1,050 | \$24.99 | 605 |
| 4 | Bachelor's Degree | 14.18 | Materials Engineering | 23.0% | 185 | 1,000 | \$33.94 | 562 |
| 4 | Bachelor's Degree | 15.1 | Construction Engineering Technologies | 23.2% | 208 | 1,130 | \$30.54 | 557 |
| 4 | Bachelor's Degree | 40.06 | Geological and Earth Sciences/Geosciences | 15.8% | 63 | 450 | \$36.15 | 634 |
| 4 | Bachelor's Degree | 52.13 | Management Sciences and Quantitative Methods | 30.6% | 762 | 2,670 | \$36.28 | 514 |
| 4 | Bachelor's Degree | 14.02 | Aerospace, Aeronautical and Astronautical Engineering | 10.9% | 81 | 540 | \$51.55 | 588 |
| 4 | Bachelor's Degree | 27.03 | Applied Mathematics | 20.5% | 555 | 3,020 | \$38.50 | 530 |
| 4 | Bachelor's Degree | 30.16 | Accounting and Computer Science | 18.8% | 1,153 | 6,830 | \$34.01 | 512 |
| 4 | Bachelor's Degree | 30.32 | Marine Sciences | 16.0% | 116 | 800 | \$35.63 | 610 |
| 4 | Bachelor's Degree | 52.1 | Human Resources Management and Services | 18.2% | 3,985 | 26,250 | \$29.42 | 512 |
| 4 | Bachelor's Degree | 52.16 | Taxation | 18.9% | 1,278 | 7,810 | \$30.82 | 503 |
| 4 | Bachelor's Degree | 44.07 | Social Work | 17.9% | 844 | 5,640 | \$20.96 | 564 |
| 4 | Bachelor's Degree | 3.01 | Natural Resources Conservation and Research | 16.4% | 65 | 450 | \$34.65 | 602 |
| 4 | Bachelor's Degree | 14.39 | Geological/Geophysical Engineering | 15.2% | 35 | 200 | \$41.41 | 633 |
| 4 | Bachelor's Degree | 11.03 | Data Processing* | 17.9% | 134 | 670 | \$40.87 | 539 |
| 4 | Bachelor's Degree | 30.08 | Mathematics and Computer Science* | 17.9% | 134 | 670 | \$40.87 | 539 |
| 4 | Bachelor's Degree | 30.3 | Computational Science* | 17.9% | 134 | 670 | \$40.87 | 539 |
| 4 | Bachelor's Degree | 30.31 | Human Computer Interaction* | 17.9% | 134 | 670 | \$40.87 | 539 |
| 4 | Bachelor's Degree | 51.05 | Advanced/Graduate Dentistry and Oral Sciences | 30.5% | 122 | 670 | \$25.78 | 544 |
| 4 | Bachelor's Degree | 4.06 | Landscape Architecture | 16.2% | 56 | 320 | \$32.94 | 626 |
| 4 | Bachelor's Degree | 40.1 | Materials Sciences | 17.4% | 46 | 300 | \$34.66 | 620 |
| 4 | Bachelor's Degree | 14.06 | Ceramic Sciences and Engineering* | 12.5% | 25 | 180 | \$43.28 | 627 |
| 4 | Bachelor's Degree | 14.2 | Metallurgical Engineering* | 12.5% | 25 | 180 | \$43.28 | 627 |
| 4 | Bachelor's Degree | 14.28 | Textile Sciences and Engineering* | 12.5% | 25 | 180 | \$43.28 | 627 |
| 4 | Bachelor's Degree | 14.32 | Polymer/Plastics Engineering* | 12.5% | 25 | 180 | \$43.28 | 627 |
| 4 | Bachelor's Degree | 16.01 | Linguistic, Comparative, and Related Language Studies and Services | 28.7% | 62 | 280 | \$25.39 | 549 |
| 4 | Bachelor's Degree | 14.21 | Mining and Mineral Engineering | 15.3% | 21 | 130 | \$39.02 | 630 |
| 4 | Bachelor's Degree | 1.03 | Agricultural Production Operations | 10.0% | 25 | 270 | \$34.50 | 640 |

| Rating ¹ | Educ. Level ² | CIP Code ³ | Classification of Instructional Program (CIP) Title | Projected Percent Growth (2017-2027) ⁴ | Projected Numeric Change (2017-2027) ⁵ | Projected Numeric Job Openings (2017-2027) ⁶ | Average Hourly Wage (2018) ⁷ | ONET Score ⁸ |
|---------------------|--------------------------|-----------------------|--|---|---|---|---|-------------------------|
| 4 | Bachelor's Degree | 39.06 | Theological and Ministerial Studies | 18.7% | 49 | 350 | \$25.62 | 595 |
| 4 | Associate's Degree | 15.04 | Electromechanical Instrumentation and Maintenance Technologies/Technicians | 13.3% | 243 | 1,900 | \$26.14 | 627 |
| 4 | Associate's Degree | 15.03 | Electrical Engineering Technologies/Technicians | 12.7% | 158 | 1,280 | \$30.09 | 593 |
| 4 | Associate's Degree | 22.03 | Legal Support Services | 25.1% | 1,739 | 9,510 | \$23.26 | 446 |
| 4 | Associate's Degree | 9.09 | Public Relations, Advertising, and Applied Communication | 14.6% | 405 | 3,460 | \$27.36 | 539 |
| 4 | Post-Second Award | 47.06 | Vehicle Maintenance and Repair Technologies | 11.1% | 2,563 | 24,640 | \$22.81 | 599 |
| 4 | Post-Second Award | 43.01 | Criminal Justice and Corrections | 8.1% | 2,384 | 26,670 | \$27.01 | 581 |
| 4 | Post-Second Award | 51.39 | Practical Nursing, Vocational Nursing and Nursing Assistants | 29.8% | 4,353 | 19,830 | \$19.13 | 551 |
| 4 | Post-Second Award | 15.05 | Environmental Control Technologies/Technicians | 22.1% | 1,603 | 9,090 | \$22.16 | 647 |
| 4 | Post-Second Award | 51.07 | Health and Medical Administrative Services | 27.3% | 5,549 | 26,220 | \$21.38 | 542 |
| 4 | H.S. Diploma or Less | 1.02 | Agricultural Mechanization | 13.5% | 769 | 5,980 | \$27.06 | 647 |
| 4 | H.S. Diploma or Less | 1.01 | Agricultural Business and Management | 20.8% | 1,198 | 5,760 | \$25.04 | 547 |
| 4 | H.S. Diploma or Less | 47.01 | Electrical/Electronics Maintenance and Repair Technology | 10.6% | 1,600 | 17,360 | \$23.20 | 609 |
| 4 | H.S. Diploma or Less | 52.17 | Insurance | 18.1% | 2,765 | 17,550 | \$29.90 | 488 |
| 4 | H.S. Diploma or Less | 51.26 | Health Aides/Attendants/Orderlies | 50.1% | 39,289 | 166,560 | \$12.21 | 483 |
| 4 | H.S. Diploma or Less | 48.05 | Precision Metal Working | 13.2% | 2,971 | 27,680 | \$20.67 | 557 |
| 4 | H.S. Diploma or Less | 49.01 | Air Transportation | 22.5% | 75 | 420 | \$36.35 | 603 |
| 3 | Bachelor's Degree | 19.06 | Housing and Human Environments* | 13.4% | 141 | 1,410 | \$21.23 | 600 |
| 3 | Bachelor's Degree | 52.09 | Hospitality Administration/Management* | 13.4% | 141 | 1,410 | \$21.23 | 600 |
| 3 | Bachelor's Degree | 41.01 | Biology Technician/Biotechnology Laboratory Technician | 16.0% | 166 | 1,220 | \$17.64 | 555 |
| 3 | Bachelor's Degree | 14.01 | Engineering, General* | 15.1% | 14 | 80 | \$45.41 | 637 |
| 3 | Bachelor's Degree | 14.04 | Architectural Engineering* | 15.1% | 14 | 80 | \$45.41 | 637 |
| 3 | Bachelor's Degree | 14.07 | Chemical Engineering* | 15.1% | 14 | 80 | \$45.41 | 637 |
| 3 | Bachelor's Degree | 14.11 | Engineering Mechanics* | 15.1% | 14 | 80 | \$45.41 | 637 |
| 3 | Bachelor's Degree | 14.12 | Engineering Physics* | 15.1% | 14 | 80 | \$45.41 | 637 |
| 3 | Bachelor's Degree | 14.13 | Engineering Science* | 15.1% | 14 | 80 | \$45.41 | 637 |
| 3 | Bachelor's Degree | 14.24 | Ocean Engineering* | 15.1% | 14 | 80 | \$45.41 | 637 |
| 3 | Bachelor's Degree | 14.27 | Systems Engineering* | 15.1% | 14 | 80 | \$45.41 | 637 |
| 3 | Bachelor's Degree | 14.34 | Forest Engineering* | 15.1% | 14 | 80 | \$45.41 | 637 |
| 3 | Bachelor's Degree | 14.38 | Surveying Engineering* | 15.1% | 14 | 80 | \$45.41 | 637 |
| 3 | Bachelor's Degree | 14.4 | Paper Science and Engineering* | 15.1% | 14 | 80 | \$45.41 | 637 |
| 3 | Bachelor's Degree | 14.42 | Mechatronics, Robotics, and Automation Engineering* | 15.1% | 14 | 80 | \$45.41 | 637 |
| 3 | Bachelor's Degree | 14.43 | Biochemical Engineering* | 15.1% | 14 | 80 | \$45.41 | 637 |
| 3 | Bachelor's Degree | 14.44 | Engineering Chemistry* | 15.1% | 14 | 80 | \$45.41 | 637 |
| 3 | Bachelor's Degree | 14.45 | Biological/Biosystems Engineering* | 15.1% | 14 | 80 | \$45.41 | 637 |
| 3 | Bachelor's Degree | 14.99 | Engineering, Other* | 15.1% | 14 | 80 | \$45.41 | 637 |
| 3 | Bachelor's Degree | 15.16 | Nanotechnology* | 15.1% | 14 | 80 | \$45.41 | 637 |
| 3 | Bachelor's Degree | 1.12 | Soil Sciences | 12.7% | 22 | 200 | \$35.88 | 637 |
| 3 | Bachelor's Degree | 39.07 | Pastoral Counseling and Specialized Ministries | 15.7% | 53 | 460 | \$25.79 | 583 |

| Rating ¹ | Educ. Level ² | CIP Code ³ | Classification of Instructional Program (CIP) Title | Projected Percent Growth (2017-2027) ⁴ | Projected Numeric Change (2017-2027) ⁵ | Projected Numeric Job Openings (2017-2027) ⁶ | Average Hourly Wage (2018) ⁷ | ONET Score ⁸ |
|---------------------|--------------------------|-----------------------|--|---|---|---|---|-------------------------|
| 3 | Bachelor's Degree | 26.09 | Physiology, Pathology and Related Sciences | 16.3% | 21 | 110 | \$30.77 | 630 |
| 3 | Bachelor's Degree | 1.11 | Plant Sciences | 9.8% | 19 | 210 | \$35.49 | 639 |
| 3 | Bachelor's Degree | 50.1 | Arts, Entertainment, and Media Management | 10.6% | 63 | 640 | \$29.44 | 555 |
| 3 | Bachelor's Degree | 50.04 | Design and Applied Arts | 4.5% | 116 | 2,340 | \$27.16 | 548 |
| 3 | Bachelor's Degree | 26.02 | Biochemistry, Biophysics and Molecular Biology* | 18.0% | 9 | 60 | \$38.40 | 622 |
| 3 | Bachelor's Degree | 26.04 | Cell/Cellular Biology and Anatomical Sciences* | 18.0% | 9 | 60 | \$38.40 | 622 |
| 3 | Bachelor's Degree | 26.05 | Microbiological Sciences and Immunology | 18.0% | 9 | 60 | \$38.40 | 622 |
| 3 | Bachelor's Degree | 3.06 | Wildlife and Wildlands Science and Management* | 11.5% | 18 | 160 | \$29.97 | 642 |
| 3 | Associate's Degree | 41.99 | Science Technologies/Technicians, Other* | 19.6% | 210 | 1,560 | \$23.47 | 617 |
| 3 | Associate's Degree | 4.09 | Architectural Sciences and Technology | 21.1% | 214 | 1,150 | \$28.22 | 545 |
| 3 | Associate's Degree | 30.19 | Nutrition Sciences | 28.8% | 281 | 1,050 | \$20.04 | 564 |
| 3 | Associate's Degree | 15.01 | Architectural Engineering Technologies/Technicians* | 15.7% | 41 | 280 | \$28.46 | 631 |
| 3 | Associate's Degree | 15.09 | Mining and Petroleum Technologies/Technicians* | 15.7% | 41 | 280 | \$28.46 | 631 |
| 3 | Associate's Degree | 51.31 | Dietetics and Clinical Nutrition Services | 29.3% | 278 | 1,020 | \$19.48 | 563 |
| 3 | Post-Second Award | 51.1 | Clinical/Medical Laboratory Science/Research and Allied Professions | 33.8% | 1,541 | 6,610 | \$18.92 | 564 |
| 3 | Post-Second Award | 52.19 | Specialized Sales, Merchandising and Marketing Operations | 11.3% | 1,861 | 19,730 | \$28.20 | 499 |
| 3 | Post-Second Award | 15.11 | Engineering-Related Technologies | 17.6% | 427 | 2,700 | \$27.72 | 613 |
| 3 | Post-Second Award | 15.08 | Mechanical Engineering Related Technologies/Technicians | 9.8% | 945 | 10,160 | \$22.67 | 616 |
| 3 | Post-Second Award | 51.33 | Alternative and Complementary Medicine and Medical Systems* | 29.5% | 105 | 310 | \$22.72 | 622 |
| 3 | Post-Second Award | 51.37 | Energy and Biologically Based Therapies* | 29.5% | 105 | 310 | \$22.72 | 622 |
| 3 | H.S. Diploma or Less | 12.05 | Culinary Arts and Related Services | 16.5% | 8,153 | 85,400 | \$14.58 | 529 |
| 3 | H.S. Diploma or Less | 46.01 | Mason/Masonry | 22.2% | 489 | 2,540 | \$20.73 | 557 |
| 3 | H.S. Diploma or Less | 3.02 | Natural Resources Management and Policy | 5.5% | 631 | 12,380 | \$21.50 | 583 |
| 3 | H.S. Diploma or Less | 19.07 | Human Development, Family Studies, and Related Services | 17.0% | 4,999 | 46,430 | \$13.60 | 525 |
| 3 | H.S. Diploma or Less | 47.04 | Precision Systems Maintenance and Repair Technologies | 14.1% | 401 | 3,290 | \$20.45 | 610 |
| 3 | H.S. Diploma or Less | 52.04 | Business Operations Support and Assistant Services | 10.0% | 22,550 | 300,040 | \$17.74 | 483 |
| 3 | H.S. Diploma or Less | 19.05 | Foods, Nutrition, and Related Services | 24.7% | 924 | 5,980 | \$14.54 | 506 |
| 2 | Bachelor's Degree | 45.01 | Social Sciences, General | 10.4% | 202 | 2,530 | \$26.70 | 527 |
| 2 | Bachelor's Degree | 9.07 | Radio, Television, and Digital Communication | 7.8% | 56 | 730 | \$30.62 | 555 |
| 2 | Bachelor's Degree | 26.07 | Zoology/Animal Biology* | 12.9% | 14 | 110 | \$32.82 | 621 |
| 2 | Bachelor's Degree | 26.13 | Ecology, Evolution, Systematics, and Population Biology* | 12.9% | 14 | 110 | \$32.82 | 621 |
| 2 | Bachelor's Degree | 9.01 | Communication and Media Studies | 8.2% | 174 | 2,270 | \$27.70 | 519 |
| 2 | Bachelor's Degree | 5.02 | Ethnic, Cultural Minority, Gender, and Group Studies* | 36.4% | 60 | 230 | \$22.16 | 541 |
| 2 | Bachelor's Degree | 13.1 | Special Education and Teaching* | 36.4% | 60 | 230 | \$22.16 | 541 |
| 2 | Bachelor's Degree | 16.02 | African Languages, Literatures, and Linguistics* | 36.4% | 60 | 230 | \$22.16 | 541 |
| 2 | Bachelor's Degree | 16.03 | East Asian Languages, Literatures, and Linguistics* | 36.4% | 60 | 230 | \$22.16 | 541 |
| 2 | Bachelor's Degree | 16.04 | Slavic, Baltic and Albanian Languages, Literatures, and Linguistics* | 36.4% | 60 | 230 | \$22.16 | 541 |
| 2 | Bachelor's Degree | 16.05 | Germanic Languages, Literatures, and Linguistics* | 36.4% | 60 | 230 | \$22.16 | 541 |
| 2 | Bachelor's Degree | 16.06 | Modern Greek Language and Literature* | 36.4% | 60 | 230 | \$22.16 | 541 |

| Rating ¹ | Educ. Level ² | CIP Code ³ | Classification of Instructional Program (CIP) Title | Projected Percent Growth (2017-2027) ⁴ | Projected Numeric Change (2017-2027) ⁵ | Projected Numeric Job Openings (2017-2027) ⁶ | Average Hourly Wage (2018) ⁷ | ONET Score ⁸ |
|---------------------|--------------------------|-----------------------|--|---|---|---|---|-------------------------|
| 2 | Bachelor's Degree | 16.07 | South Asian Languages, Literatures, and Linguistics* | 36.4% | 60 | 230 | \$22.16 | 541 |
| 2 | Bachelor's Degree | 16.08 | Iranian/Persian Languages, Literatures, and Linguistics* | 36.4% | 60 | 230 | \$22.16 | 541 |
| 2 | Bachelor's Degree | 16.09 | Romance Languages, Literatures, and Linguistics* | 36.4% | 60 | 230 | \$22.16 | 541 |
| 2 | Bachelor's Degree | 16.1 | American Indian/Native American Languages, Literatures, and Linguistics* | 36.4% | 60 | 230 | \$22.16 | 541 |
| 2 | Bachelor's Degree | 16.11 | Middle/Near Eastern and Semitic Languages, Literatures, and Linguistics* | 36.4% | 60 | 230 | \$22.16 | 541 |
| 2 | Bachelor's Degree | 16.12 | Classics and Classical Languages, Literatures, and Linguistics* | 36.4% | 60 | 230 | \$22.16 | 541 |
| 2 | Bachelor's Degree | 16.13 | Celtic Languages, Literatures, and Linguistics* | 36.4% | 60 | 230 | \$22.16 | 541 |
| 2 | Bachelor's Degree | 16.14 | Southeast Asian and Australasian/Pacific Languages, Literatures, and Linguistics* | 36.4% | 60 | 230 | \$22.16 | 541 |
| 2 | Bachelor's Degree | 16.15 | Turkic, Uralic-Altaic, Caucasian, and Central Asian Languages, Literatures, and Linguistics* | 36.4% | 60 | 230 | \$22.16 | 541 |
| 2 | Bachelor's Degree | 16.16 | American Sign Language* | 36.4% | 60 | 230 | \$22.16 | 541 |
| 2 | Bachelor's Degree | 16.99 | Foreign Languages, Literatures, and Linguistics, Other* | 36.4% | 60 | 230 | \$22.16 | 541 |
| 2 | Bachelor's Degree | 45.07 | Geography and Cartography | 23.4% | 22 | 90 | \$32.13 | 526 |
| 2 | Bachelor's Degree | 1.07 | International Agriculture | 10.9% | 6 | 70 | \$31.30 | 642 |
| 2 | Bachelor's Degree | 40.04 | Atmospheric Sciences and Meteorology | 6.5% | 7 | 90 | \$45.13 | 554 |
| 2 | Bachelor's Degree | 3.03 | Fishing and Fisheries Sciences and Management | 13.9% | 5 | 40 | \$24.87 | 680 |
| 2 | Bachelor's Degree | 52.12 | Management Information Systems and Services | -2.1% | -13 | 350 | \$46.10 | 523 |
| 2 | Bachelor's Degree | 23.13 | Rhetoric and Composition/Writing Studies* | 8.7% | 52 | 620 | \$29.12 | 497 |
| 2 | Bachelor's Degree | 52.05 | Business/Corporate Communications* | 8.7% | 52 | 620 | \$29.12 | 497 |
| 2 | Associate's Degree | 1.08 | Agricultural Public Services | 12.2% | 232 | 2,070 | \$24.96 | 548 |
| 2 | Associate's Degree | 15.02 | Civil Engineering Technologies/Technicians | 16.5% | 48 | 310 | \$26.90 | 581 |
| 2 | Associate's Degree | 10.02 | Audiovisual Communications Technologies/Technicians | 14.5% | 157 | 1,220 | \$23.40 | 596 |
| 2 | Associate's Degree | 50.01 | Visual and Performing Arts, General | 4.4% | 114 | 2,310 | \$26.84 | 540 |
| 2 | Associate's Degree | 3.05 | Forestry | 1.9% | 21 | 1,250 | \$18.89 | 653 |
| 2 | Post-Second Award | 51.15 | Mental and Social Health Services and Allied Professions | 27.4% | 1,008 | 4,690 | \$18.84 | 561 |
| 2 | Post-Second Award | 15.06 | Industrial Production Technologies/Technicians | 15.2% | 710 | 5,550 | \$24.24 | 524 |
| 2 | Post-Second Award | 50.05 | Drama/Theatre Arts and Stagecraft | 13.4% | 245 | 2,060 | \$32.73 | 516 |
| 2 | Post-Second Award | 13.12 | Teacher Education and Professional Development, Specific Levels and Methods | 16.3% | 1,237 | 9,660 | \$17.84 | 509 |
| 2 | H.S. Diploma or Less | 31.05 | Health and Physical Education/Fitness | 15.6% | 380 | 4,620 | \$19.84 | 548 |
| 2 | H.S. Diploma or Less | 4.1 | Real Estate Development* | 6.8% | 388 | 5,560 | \$30.97 | 542 |
| 2 | H.S. Diploma or Less | 52.15 | Real Estate* | 6.8% | 388 | 5,560 | \$30.97 | 542 |
| 2 | H.S. Diploma or Less | 51.18 | Ophthalmic and Optometric Support Services and Allied Professions | 24.1% | 515 | 2,250 | \$18.65 | 537 |
| 2 | H.S. Diploma or Less | 48.08 | Boilermaking/Boilermaker | 9.2% | 13 | 160 | \$29.20 | 611 |
| 2 | H.S. Diploma or Less | 51.36 | Movement and Mind-Body Therapies and Education | 15.5% | 363 | 4,540 | \$19.71 | 547 |
| 2 | H.S. Diploma or Less | 1.06 | Applied Horticulture and Horticultural Business Services | 14.0% | 151 | 1,510 | \$18.55 | 558 |
| 1 | Bachelor's Degree | 1.04 | Agricultural and Food Products Processing | 12.0% | 14 | 170 | \$17.14 | 590 |
| 1 | Bachelor's Degree | 26.01 | Biology, General* | 11.9% | 3 | 30 | \$40.23 | 613 |

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|---------------------|--------------------------|-----------------------|--|---|---|---|---|-------------------------|
| 1 | Bachelor's Degree | 26.03 | Botany/Plant Biology* | 11.9% | 3 | 30 | \$40.23 | 613 |
| 1 | Bachelor's Degree | 26.08 | Genetics* | 11.9% | 3 | 30 | \$40.23 | 613 |
| 1 | Bachelor's Degree | 26.1 | Pharmacology and Toxicology* | 11.9% | 3 | 30 | \$40.23 | 613 |
| 1 | Bachelor's Degree | 26.12 | Biotechnology* | 11.9% | 3 | 30 | \$40.23 | 613 |
| 1 | Bachelor's Degree | 26.15 | Neurobiology and Neurosciences* | 11.9% | 3 | 30 | \$40.23 | 613 |
| 1 | Bachelor's Degree | 26.99 | Biological and Biomedical Sciences, Other* | 11.9% | 3 | 30 | \$40.23 | 613 |
| 1 | Bachelor's Degree | 30.18 | Natural Sciences | 6.1% | 3 | 40 | \$42.25 | 589 |
| 1 | Bachelor's Degree | 30.27 | Human Biology | 11.9% | 3 | 30 | \$40.23 | 613 |
| 1 | Bachelor's Degree | 40.99 | Physical Sciences, Other | 6.1% | 3 | 40 | \$42.25 | 589 |
| 1 | Bachelor's Degree | 9.99 | Communication, Journalism, and Related Programs, Other* | 5.2% | 22 | 420 | \$27.04 | 506 |
| 1 | Bachelor's Degree | 23.14 | Literature* | 5.2% | 22 | 420 | \$27.04 | 506 |
| 1 | Bachelor's Degree | 13.06 | Educational Assessment, Evaluation, and Research* | 4.3% | 2 | 50 | \$40.30 | 587 |
| 1 | Bachelor's Degree | 30.11 | Gerontology* | 4.3% | 2 | 50 | \$40.30 | 587 |
| 1 | Bachelor's Degree | 30.17 | Behavioral Sciences* | 4.3% | 2 | 50 | \$40.30 | 587 |
| 1 | Bachelor's Degree | 44.05 | Public Policy Analysis* | 4.3% | 2 | 50 | \$40.30 | 587 |
| 1 | Bachelor's Degree | 45.05 | Demography and Population Studies* | 4.3% | 2 | 50 | \$40.30 | 587 |
| 1 | Bachelor's Degree | 45.99 | Social Sciences, Other* | 4.3% | 2 | 50 | \$40.30 | 587 |
| 1 | Bachelor's Degree | 30.28 | Dispute Resolution | -6.3% | -29 | 390 | \$34.32 | 534 |
| 1 | Bachelor's Degree | 39.02 | Bible/Biblical Studies* | 5.6% | 5 | 110 | \$26.37 | 544 |
| 1 | Bachelor's Degree | 39.03 | Missions/Missionary Studies and Missiology* | 5.6% | 5 | 110 | \$26.37 | 544 |
| 1 | Bachelor's Degree | 39.04 | Religious Education* | 5.6% | 5 | 110 | \$26.37 | 544 |
| 1 | Bachelor's Degree | 30.14 | Museology/Museum Studies* | 11.6% | 7 | 70 | \$18.73 | 576 |
| 1 | Bachelor's Degree | 54.01 | History* | 11.6% | 7 | 70 | \$18.73 | 576 |
| 1 | Bachelor's Degree | 9.1 | Publishing | 4.2% | 8 | 200 | \$27.49 | 533 |
| 1 | Bachelor's Degree | 39.05 | Religious/Sacred Music | 4.1% | 5 | 110 | \$27.79 | 537 |
| 1 | Bachelor's Degree | 50.09 | Music | 4.1% | 5 | 110 | \$27.79 | 537 |
| 1 | Bachelor's Degree | 13.02 | Bilingual, Multilingual, and Multicultural Education* | -2.2% | -5 | 250 | \$22.81 | 484 |
| 1 | Bachelor's Degree | 13.14 | Teaching English or French as a Second or Foreign Language* | -2.2% | -5 | 250 | \$22.81 | 484 |
| 1 | Bachelor's Degree | 13.15 | Teaching Assistants/Aides* | -2.2% | -5 | 250 | \$22.81 | 484 |
| 1 | Associate's Degree | 50.07 | Fine and Studio Arts | 1.4% | 27 | 1,620 | \$26.02 | 556 |
| 1 | Associate's Degree | 1.1 | Food Science and Technology | 8.9% | 63 | 810 | \$21.09 | 588 |
| 1 | Associate's Degree | 12.03 | Funeral Service and Mortuary Science | -0.4% | -1 | 290 | \$22.03 | 636 |
| 1 | Associate's Degree | 50.06 | Film/Video and Photographic Arts | 0.9% | 11 | 1,000 | \$25.58 | 564 |
| 1 | Associate's Degree | 10.01 | Communications Technology/Technician | 7.1% | 20 | 290 | \$22.72 | 571 |
| 1 | Associate's Degree | 9.04 | Journalism | -3.0% | -45 | 1,240 | \$25.40 | 531 |
| 1 | Post-Second Award | 43.02 | Fire Protection | 4.3% | 105 | 1,710 | \$21.71 | 722 |
| 1 | Post-Second Award | 51.35 | Somatic Bodywork and Related Therapeutic Services | 24.7% | 867 | 4,860 | \$20.36 | 482 |
| 1 | Post-Second Award | 13.13 | Teacher Education and Professional Development, Specific Subject Areas | 10.4% | 393 | 5,650 | \$21.40 | 546 |
| 1 | Post-Second Award | 12.04 | Cosmetology and Related Personal Grooming Services | 7.8% | 1,211 | 19,850 | \$14.53 | 500 |

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|---------------------|--------------------------|-----------------------|---|---|---|---|---|-------------------------|
| 1 | Post-Second Award | 25.03 | Library and Archives Assisting | 8.3% | 91 | 1,570 | \$15.95 | 476 |
| 1 | H.S. Diploma or Less | 1.05 | Agricultural and Domestic Animal Services | 7.6% | 160 | 2,580 | \$18.47 | 567 |
| 1 | H.S. Diploma or Less | 44.02 | Community Organization and Advocacy | 14.3% | 166 | 1,240 | \$20.31 | 477 |
| 1 | H.S. Diploma or Less | 15.07 | Quality Control and Safety Technologies/Technicians | 0.7% | 66 | 10,830 | \$20.22 | 494 |
| 1 | H.S. Diploma or Less | 48.03 | Leatherworking and Upholstery | 10.9% | 71 | 770 | \$16.97 | 549 |
| 1 | H.S. Diploma or Less | 48.07 | Woodworking | 12.7% | 309 | 3,060 | \$14.77 | 520 |
| 1 | H.S. Diploma or Less | 50.02 | Crafts/Craft Design, Folk Art and Artisanry | 4.7% | 4 | 70 | \$20.67 | 547 |
| 1 | H.S. Diploma or Less | 10.03 | Graphic Communications | -4.7% | -205 | 4,400 | \$16.60 | 508 |
| 1 | H.S. Diploma or Less | 11.06 | Data Entry/Microcomputer Applications | -15.6% | -202 | 1,180 | \$15.64 | 470 |

1 CIP categories were ranked across education requirements and given a rating from 5 (best) to 1 (worst) based on employment, wage and skill rankings. CIP categories were distributed equally across the 5 rating categories.

2 Education level identifies the combined minimum education levels for occupations within each CIP category; The H.S. Diploma or Less category includes occupations requiring some college, no degree; high school diploma or equivalent; and less than a high school diploma.

3 Certification of instructional program (CIP) codes provide a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP codes were developed by the U.S. Department of Education's National Center for Education Statistics (NCES).

4 Source: Arizona Office of Economic Opportunity Long-Term Occupation Employment Projections

5 Source: Arizona Office of Economic Opportunity Long-Term Occupation Employment Projections

6 Source: Arizona Office of Economic Opportunity Long-Term Occupation Employment Projections

7 Source: Arizona Office of Economic Opportunity Occupation Employment Statistics Program

8 ONET Score is a composite index of the required knowledge, skill and ability values for occupations within each CIP category (high-values are scored favorably)

* Indicates that the CIP category ranking is identical to at least one other CIP category

| Sources | |
|---|---|
| Long Term Occupation Employment Projections | The Arizona Office of Economic Opportunity 2017-2027 projected employment estimates data series |
| Avg. Hourly Wage (2018) | U.S. Dept. of Labor Bureau of Labor Statistics 2018 Occupational Employment Survey data series estimates |
| ONET Score | ONET Center (O*NET® 23.2): http://www.onetcenter.org/database.html |
| SOC to CIP Classification Crosswalk | U.S. Dept. of Labor Bureau of Labor Statistics http://www.bls.gov/soc/soccrosswalks.htm |

| Calculation Method |
|--|
| <ul style="list-style-type: none"> Hourly wages were calculated by dividing annual wages by 2080 |
| <ul style="list-style-type: none"> All scores were first calculated by occupation using SOC (Standard Occupational Code) classification |
| <ul style="list-style-type: none"> Eligible occupations were restricted to those with minimum educational requirements of a Bachelor's degree or lower (see below for a list of all minimum education categories) |
| <ul style="list-style-type: none"> Scores by CIP (Classification of Instructional Programs) were calculated using weighted-averages for the openings value of each occupation within the CIP. Occupations that were present in multiple CIP categories had their total opening estimate divided evenly across the CIP categories. |
| <ul style="list-style-type: none"> ONET Scores were calculated by summing associated knowledge, skill and ability estimate levels and values for each 6-digit SOC occupation |
| <ul style="list-style-type: none"> Occupations with ONET scores less than or equal to the 8.2% percentile were excluded |
| <ul style="list-style-type: none"> Percentile scores ranging from 0% to 100% were calculated for the following data items: average hourly wage, projected percentage change, projected numeric change, projected numeric job openings, and ONET score. In the case that two occupations had the same data value in a category, the same percentile was assigned to all CIP's involved in the tie. |
| <ul style="list-style-type: none"> An overall rank was calculated by averaging the percentile values for average hourly wage, projected numeric change, projected percentage change, projected numeric job openings, and ONET score of the occupations within each CIP category |
| <ul style="list-style-type: none"> Only CIP categories with the same education levels were compared to calculate the overall rank estimate. This allows for CIP categories with similar requirements to be compared with one another. |
| <ul style="list-style-type: none"> The following formula determined the overall score for each CIP: $(\text{Average Hourly Wage Percentile} + \text{ONET Score Percentile} + \text{Projected Numeric Change Percentile} + \text{Projected Percentage Change Percentile} + \text{Projected Numeric Job Openings Percentile}) / 5$ |

| Education Codes |
|---|
| 2 Doctoral degree (Not used for this project) |
| 3 Master's degree (Not used for this project) |
| 4 Bachelor's Degree |
| 5 Associate Degree |
| 6 Postsecondary non-degree award |
| 7 Some college no degree; High school diploma or equivalent; No formal educational credential |

| Questions and Comments |
|--|
| Direct questions or comments to Doug Walls, Doug.Walls@oeo.az.gov , 602-771-1258, at the Office of Economic Opportunity |

Explanation: CTE Summary

| Column | Column Title | Explanation |
|--------|--|--|
| A | Rating | Classification of Instructional Programs Rating Based on each Educational Code. CIP are rated from 1 to 5. Higher rating means better ranked CIP. |
| B | Educational Level | The average educational level for the occupations within each CIP category. Educational levels are described in section 3 of the Notes1 section. Larger numbers indicate lower levels of education. |
| C | CIP Code | Classification of Instructional Programs. A classification structure used to categorize programs of study. For more information see: http://www.xwalkcenter.org/index.php |
| D | CIP Title | Program of study title. http://www.xwalkcenter.org/index.php |
| E | Overall Score | The score is an average of columns F through J. The score is equal to $[\text{Open Percentile} + \text{Wage Percentile} + \text{Onet Percentile} + \text{Projected Numeric Growth Percentile} + \text{Project Pct Growth Percentile}] / 5$ |
| F | Projected Percent Growth (2017-2027) | Weighted Average 10 year projected percent growth for the occupation within each CIP category. Each occupation is weighted based on number of times the Occupation appears in different CIP |
| G | Projected Numeric Change (2017-2027) | Weighted Average 10 year projected numeric growth for the occupation within each CIP category. Each occupation is weighted based on number of times the Occupation appears in different CIP |
| H | Projected Numeric Job Openings (2017-2027) | The number of openings expected per year for the occupations within this CIP. If an occupation is assigned to more than one CIP, its openings are distributed evenly among those CIPs. |
| I | Average Hourly Wage (2018) | The average educational level for the occupations within each CIP category. Educational levels are described in Section 3 on the methodology page. Larger numbers indicate lower levels of education. |
| J | ONET Score | A measure of the knowledge, skill and ability requirements associated with the occupations within each CIP category. ONET Scores are weighted based on the number of openings in each occupation. |

Industry Certification Approval Process for Inclusion on Current CTE Programs with Identified Industry Certifications to meet ARS 15-391 5 k and l for CTED Eligibility and College and Career Readiness Rubric Credentials List (A-F School Letter Grades)

1. Requestor will complete the “[Industry-Based Certification Application for Inclusion on the Arizona State A-F School Rating List](#)” and submit it to the Arizona Department of Education/Career and Technical Education unit (ADE/CTE), no earlier than March 1st of each year, through the CTED inbox, CTED@azed.gov.
2. The appropriate ADE/CTE Program Specialist will review the application and send it to the appropriate program Industry Advisory Committee.
3. The Industry Advisory Committee will determine if the credential should be added to the College and Career Readiness Rubric Credentials List (A-F School Letter Grades) and/or the Current CTE Programs with Identified Industry Certifications to meet ARS 15-391 5 k and l for CTED Eligibility list and/or using the application and supporting documentation submitted.
4. The recommendation for the College and Career Readiness Rubric Credentials List (A-F School Letter Grades) will then be submitted to the Arizona Career and Technical Education Quality Commission for review and submission to the State Board of Education for addition to the College and Career Readiness Rubric, Industry Certification list.
5. Once approved by the State Board of Education, the list will be added to the ADE website.

The timeline for the process is as follows:

Beginning March 1, 2020, the application process for the College and Career Readiness Indicators Credentials List (A-F Rating List) and CTED industry credential list will **open on March 1st** of each year and will **close on July 31st** of that same year. Submissions for the College and Career Readiness Indicators Credentials List (A-F Rating List) and CTED industry credential list must be received by **5:00 pm on July 31st** for of the current year to be considered for the school year following the year submitted.

Credentials submitted to ADE CTE between March 1, 2020 and July 31, 2020 and approved by the Arizona CTE Quality Commission at the October 2020 quarterly meeting will be submitted to the State Board of Education (SBE) in January 2021 and if approved by the SBE, to the Joint Legislative Budget Committee(JLBC) in February 2021 for any new credentials for the **2021-2022 school year**.

Appendix F: Career Literacy Standards

Arizona Career Literacy Standards

What are Career Awareness Standards?

Career Awareness Standards are aimed primarily at students from Kindergarten to Fourth Grade. Students become familiar with careers through learning that connects classroom instruction to future work. This includes an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers. Students will be able to identify why people work and discuss how work can help a person achieve personal goals. They will identify various life roles and civic and work-related activities in the school, home, and community. Students will come to understand why people work, and what is necessary to pursue careers and occupations. Students will also appraise their personal likes and dislikes and identify careers that might be suited to them.

What are Career Exploration Standards?

Career exploration standards are aimed primarily at students from Fifth to Eighth grade. Career exploration includes investigation of the contemporary workplace and an understanding of the relationships among personal abilities, education, and knowledge, and skills needed to pursue occupations and careers. Students will evaluate their personal abilities, interests, and motivations and discuss how they might influence job and career selection. They will identify common knowledge, skills, and abilities needed within career clusters. They will identify high school and CTE courses and programs that support their career or occupation of choice and develop an ECAP that includes information on their areas of interest.

How were the Career Awareness and Career Exploration Standards developed?

A Career Literacy Committee, composed of teachers, administrators, program specialists, and other interested parties, was created to explore the possibility of extending career literacy into elementary and middle school. The committee identified the knowledge and skills necessary for career awareness and career exploration in K-8. Once assembled, and formatted, the career awareness and career exploration standards are presented to the Arizona Career and Technical Education Quality Commission for their endorsement. Once approved, they will be posted on the CTE website and disseminated to teachers.

Career Literacy Committee

Shelia Arredondo, WestEd Policy Center & West
Comprehensive Center
Gale Beauchamp, Maricopa County School District
Chrissy Blank, Teacher
Tammy Bonner, Arizona CTE Curriculum Consortium
Scott Collins, Copperwood Elementary School
Kevin Corner, Marana Unified School District
Ann Connelly, Northern Arizona University
Kirsten Coury, Peoria Unified School District
Colleen Cox, Junior Achievement of Arizona
Julie Ellis, Arizona Department of Education
Cindy Erwin, Center for the Future of Arizona
Cindy Gutierrez, Arizona Department of Education
Brandee Knierim, Peoria Unified School District
Nancie Kolden, Picture Rocks Elementary
Michelle Martinez, Arizona Department of Education

Katie Mehin, West-MEC
Jamie Miller, Arizona Department of Education
Meghan Miller, Woz U Education
Amanda Nolasco, Arizona Department of Education
Teena Olzewski, Northern Arizona University
Janice Palmer, Helios Education Foundation
Deb Raeder, Arizona Business and Education Coalition
Cathie Raymond, Arizona Department of Education
Cindy Ruich, Marana Unified School District
Kay Schreiber, Arizona Department of Education
Amanda Shively, Glendale Union High School District
Gail Silver, Mountain View School
Terry Strayhand, Arizona Department of Education
Bill Symonds, Global Pathways Institute
NJ Utter, Sunnyside Unified School District
Rachel Yanof, Achieve60AZ

Please direct any questions to: Angela Hardy / Career Connections Program Specialist / Phone: 6025425540 / email: angela.hardy@azed.gov

Arizona Department of Education, Career and Technical Education, 1/22/2020

Career Awareness (K-2)

Students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work.

- Career-connections learning strategies
- Classroom career speakers
- Introduction to Arizona career fields and pathways

Career Awareness

Career awareness includes an understanding of the world or work and the knowledge and skills needed for traditional and nontraditional jobs and careers.

1. Identify reasons why people work and discuss how work can help a person achieve personal goals.
2. Identify various life roles and civic and work-related activities in the school, home, and community.
3. Appraise personal likes and dislikes and identify careers that might be suited to personal likes.
4. Identify qualifications needed to pursue traditional and nontraditional careers and occupations.
5. Locate career information using a variety of resources.
6. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Arizona's Proposed Career Awareness Standards for Grades K-2

Questions

Strategies and Resources

1.0 CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

- 1.1 Recognize and solve problems using best available resources.
- 1.2 Identify and follow steps of the decision-making process to solve problems and make choices.
- 1.3 Evaluate if a decision is good or bad, appropriate or inappropriate.
- 1.4 Use digital web-based resources, gather data to make informed choices and solve problems.
- 1.5 Apply critical thinking and problem-solving skills to different situations.

- How do I solve problems?
- How can I make good choices or decisions?
- Is it a big problem? Or a small problem?

- Read books and discuss character decisions
- Science experiment
- Social and emotional learning

2.0 COLLABORATION, TEAMWORK, AND LEADERSHIP

Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

- 2.1 Develop collaboration skills to interact cooperatively with others.
- 2.2 Demonstrate skills in working together, compromise, expressing opinions and responding to criticism.
- 2.3 Apply collaborative skills to group activities.

- Why do I need to work with others?
- How do we work with others?
- Can you think of a way to work with others?
- How should we work with others?
- What would you do if your partner and you don't agree?
- How does working together help the group?
- How does working together help you?
- Social contracts
- Class rules
- Playground rules
- Sports
- Art projects
- Examples of jobs where you need to work in groups or alone

3.0 CROSS-CULTURAL UNDERSTANDING AND INTERPERSONAL COMMUNICATION

Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.

Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.

- 3.1 Utilize illustration to effectively communicate ideas.
- 3.2 Explain effective communication skills for presenting to an audience.
- 3.3 Demonstrate how to communicate with respect for the beliefs and feelings of others.
- 3.4 Exhibit good oral and written communication skills that include being courteous, showing respect and empathy for others, cooperating with and assisting others, accepting and following directions, performing as a team member, and showing respect for cultural diversity, individuals in nontraditional jobs and physically and mentally challenged individuals.

- What communication skills do I need to learn to work with others at home, in school, and in the community?
- How do I recognize someone has hurt me?
- What does it mean to listen with an open mind?
- How do you get to know someone different to you?
- How do you let others know when you need something?
- How do you get to know someone different than you?
- Show and tell
- Research different cultures
- Interview someone in class and introduce them to everyone

- 3.5 Identify personal wants, needs, and feelings, and demonstrate how to communicate them appropriately.

- What is something special about your family?

4.0 COMMUNICATION AND MEDIA FLUENCY

Digital media are modern tools used for local and global communication.

There are ethical and unethical uses of communication and media.

- 4.1 Identify ways to be safe online.
- 4.2 Discuss examples of things that are safe to share online.
- 4.3 Use digital media as a communication tool in classroom activities.

- Where are safe places on the internet?
- How do you know if it's a safe site?
- How do you use digital communication?
- What is digital communication?
- How do individuals use digital communication? How do groups and/or organizations use digital communication?
- Be internet Awesome

5.0 ACCOUNTABILITY, PRODUCTIVITY, AND ETHICS

The nature of the modern workplace has shifted, demanding greater individual accountability, productivity, and collaboration.

Ethical behaviors support human rights and dignity in all aspects of life.

- 5.1 Describe personal responsibility and goals. Identify situations at home, in school, and in community where these are important.
- 5.2 Describe the importance of goals.
- 5.3 Set personal goals and track progress for assigned responsibilities on a classroom project or extracurricular activity (e.g., star chart).
- 5.4 Give examples of rules at home, in school, and in community, and explain how they protect individuals and groups.

- What work behaviors do I need to learn and develop at home, school, and in community?
- Why do I need to be accountable?
- What is productivity?
- What are performance goals?
- Why are rules important at home, in school, and in community?
- Classroom jobs
- Fundraisers / Drives
- Sports

Strategies

- Identify career interests, abilities, and skills.

- Describe the importance of personal skills and attitudes to job success.
- Demonstrate employability skills and work habits such as work ethic, dependability, promptness, and getting along with others.
- Describe how one's behavior influences the feelings and actions of others in personal relationships and work environment.
- Demonstrate respect for the feelings and beliefs of others in personal friendships, schoolmates, adults, and the work environment.
- Demonstrate skills in responding to criticism from peers and teachers.
- Describe responsibility and responsible behavior.
- Explain why goals are valuable.
- Identify the resources available to achieve goals.
- Demonstrate positive work attitudes such as showing initiative, self-confidence, patience, dependability, honesty and integrity, controlling emotions, demonstrating a willingness to learn, exhibiting pride in work.
- Dress for success. Demonstrate what different professions wear on the job.
- Describe the relationship between positive work attitudes and success. This includes demonstrating initiative, self-confidence, patience, dependability, honesty and integrity, controlling emotions, demonstrating a willingness to learn, getting along with others, exhibiting pride in work.
- Describe how one's behavior influences the feelings and actions of others.

Career Awareness (2-4)

Students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work.

- Workplace visits with interviews
- Career-connections learning strategies
- Classroom career speakers
- Introduction to Arizona career fields and pathways

Career Awareness

Career awareness includes an understanding of the world or work and the knowledge and skills needed for traditional and nontraditional jobs and careers.

7. Identify reasons why people work and discuss how work can help a person achieve personal goals.
8. Identify various life roles and civic and work-related activities in the school, home, and community.
9. Appraise personal likes and dislikes and identify careers that might be suited to personal likes.
10. Identify qualifications needed to pursue traditional and nontraditional careers and occupations.
11. Locate career information using a variety of resources.
12. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Arizona's Proposed Career Awareness Standards for Grades 2-4

Questions

Strategies and Resources

1.0 CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

- 1.1 Recognize and solve problems using best available resources.
- 1.2 Identify and follow steps of the decision-making process to solve problems and make choices.
- 1.3 Evaluate decisions.
- 1.4 Use digital web-based resources, gather data to make informed choices, and solve problems.
- 1.5 Apply critical thinking and problem-solving skills to situations at home and in the classroom.

- How do I solve problems?
- What are the steps in decision-making process?
- How can I make good choices or decisions?
- How do I know that resources are best?

- Model evaluation techniques
- Read books and discuss character decisions
- Science experiments

2.0 CREATIVITY AND INNOVATION

Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.

- 2.1 Use brainstorming techniques individually and in groups to enhance creativity on assigned tasks.

- What is brainstorming?
- How do we think of ideas?
- Discuss inventions
- Evaluate common problems and brainstorm ideas to fix them

3.0 COLLABORATION, TEAMWORK, AND LEADERSHIP

Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

- 3.1 Develop collaboration skills to interact cooperatively with others.
- 3.2 Demonstrate and explain how collaboration skills support working effectively with others.
- 3.3 Demonstrate skills in working together, compromise, expressing opinions and responding to criticism.
- 3.4 Apply collaborative skills to group activities in and out of the classroom and explain the benefit to the individual and the group.

- Why do I need to work with others?
- How do we work with others?
- Can you think of a way to work with others?
- How should we work with others?
- What would you do if your partner and you don't agree?
- How does working together help the group?
- How does working together help you?
- Examples of jobs where people work along vs. together

4.0 CROSS-CULTURAL UNDERSTANDING AND INTERPERSONAL COMMUNICATION

Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.

Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.

- 4.1 Develop effective written and/or oral communication skills for face-to-face and online communications.
- 4.2 Explain effective communication skills for presenting to an audience.

- What communication skills do I need to learn to work with others at home, in school, and in the community?
- How do I recognize someone has hurt me?
- What does it mean to listen with an open mind?
- Explore different cultures
- Create a presentation for class
- Identify future aspirations and discuss how they fit

- | | | | |
|-----|--|---|------------------------|
| 4.3 | Demonstrate how to communicate with respect for the beliefs and feelings of others. | <ul style="list-style-type: none"> • How do you get to know someone different than you? | their wants and needs. |
| 4.4 | Exhibit good oral and written communication skills that include being courteous, showing respect and empathy for others, cooperating with and assisting others, accepting and following directions, performing as a team member, and showing respect for cultural diversity, individuals in nontraditional jobs, and physically and mentally challenged individuals. | <ul style="list-style-type: none"> • How do you let others know when you need something? | |
| 4.5 | Identify personal wants, needs, and feelings, and demonstrate how to communicate them appropriately. | | |

5.0 COMMUNICATION AND MEDIA FLUENCY

Digital media are modern tools used for local and global communication.

There are ethical and unethical uses of communication and media.

- | | | | |
|-----|---|---|--|
| 5.1 | Identify modern digital media tools that are used for local and global communication. | <ul style="list-style-type: none"> • How can I use digital media ethically to communicate effectively at home, in the classroom, and in the community? | <ul style="list-style-type: none"> • Have students craft emails |
| 5.2 | Discuss examples of digital media communication and how it is used daily in different settings. | <ul style="list-style-type: none"> • How do you use digital communication? | <ul style="list-style-type: none"> • Discuss safe sites vs. unsafe sites on the internet |
| 5.3 | Identify ways to stay safe on the internet. | <ul style="list-style-type: none"> • What is digital communication? | <ul style="list-style-type: none"> • Discuss cyberbullying |
| 5.4 | Use digital media as a communication tool in classroom activities. | <ul style="list-style-type: none"> • How do individuals use digital communication? • How do groups and/or organizations use digital communication? • What is appropriate to share on the internet? | <ul style="list-style-type: none"> • Have students do research and present their findings |

6.0 ACCOUNTABILITY, PRODUCTIVITY, AND ETHICS

The nature of the modern workplace has shifted, demanding greater individual accountability, productivity, and collaboration.

Ethical behaviors support human rights and dignity in all aspects of life.

- | | |
|---|--|
| <ul style="list-style-type: none"> • What work behaviors do I need to learn and develop at home, school, and in community? | <ul style="list-style-type: none"> • Talk about goals • Set short-term and long-term goals |
|---|--|

- | | | | |
|-----|---|---|---|
| 6.1 | Describe accountability and productivity. Identify situations at home, in school, and in community where these are important. | <ul style="list-style-type: none"> • Why do I need to be accountable? • What is productivity? • What are performance goals? • Why are rules important at home, in school, and in community? | <ul style="list-style-type: none"> • Write a letter to future self • Discuss chores or classroom jobs |
| 6.2 | Describe the importance of goals. | | |
| 6.3 | Set personal goals and track progress for assigned responsibilities on a classroom project or extracurricular activity. | | |
| 6.4 | Give examples of rules at home, in school, and in community, and explain how they protect individuals and groups. | | |

7.0 DESCRIBE THE FUNDAMENTAL PRINCIPLES OF MONEY

Financial literacy is an essential personal and professional skill.

- | | | | |
|-----|--|---|--|
| 7.1 | Identify types of currency (e.g., paper money, coins, etc.). | <ul style="list-style-type: none"> • Why do I have to work? • What are different types of money? • How do people use money? • How do people earn money? • What are some things people spend money on? • What is the difference between wants and needs? • How do you save money? | <ul style="list-style-type: none"> • Create a classroom currency or school-wide currency • Mimic jobs and income |
| 7.2 | Describe functions and purpose of money. | | |
| 7.3 | Describe sources of income. | | |
| 7.4 | Describe common financial needs. | | |
| 7.5 | Explain how income affects lifestyle and spending choices | | |
| 7.6 | Set financial goals | | |

Strategies

- Identify career interests, abilities, and skills.
- Describe the importance of personal skills and attitudes to job success.
- Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others.
- Describe how one's behavior influences the feelings and actions of others in personal relationships and work environment.
- Demonstrate respect for the feelings and beliefs of others in personal friendships, schoolmates, adults, and the work environment.
- Demonstrate skills in responding to criticism from peers and teachers.
- Describe responsibility and responsible behavior.
- Explain why goals are valuable.
- Identify the resources available to achieve goals.

- Demonstrate positive work attitudes such as showing initiative, self-confidence, patience, dependability, honesty and integrity, controlling emotions, demonstrating a willingness to learn, exhibiting pride in work.
- Dress for success. Demonstrate what different professions wear on the job.
- Describe the relationship between positive work attitudes and success. This includes demonstrating initiative, self-confidence, patience, dependability, honesty and integrity, controlling emotions, demonstrating a willingness to learn, getting along with others, exhibiting pride in work.
- Describe how one's behavior influences the feelings and actions of others.

CAREER EXPLORATIONS (5-8)

Career exploration includes investigation of the contemporary workplace and an understanding of the relationships among personal abilities, education, and knowledge, and skills needed to pursue occupations and careers.

1. Develop an ECAP that includes information about career areas of interest.
2. Identify common knowledge, skills, and abilities needed within career clusters.
3. Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.
4. Identify high school and CTE courses and programs that support career or occupational areas of interest.
5. Use workplace readiness skills and career information learned from job shadowing, high school visits, speakers, volunteering, or other career exploration activities to assist with career exploration.
6. Evaluate communication, collaboration, and leadership skills, and how they might be further developed in preparation for a future career through involvement in school, home, work, and extracurricular activities.
7. Explain what is meant by “jobs” and “careers,” and examine how each tends to be distributed regionally, nationally, and globally.
8. Compare and contrast how traditional and non-traditional occupational roles have changed or remained the same regionally, nationally, and globally.
9. Inventory the requirements for entering different career areas of interest using online job information and determine why those requirements are needed for success in a chosen career.
10. Evaluate employment trends (including job outlook and wage trends) in areas of career interest using online resources.
11. Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant.
12. Use online state and federal agency resources to identify jobs that are permitted or prohibited for minors.
13. Analyze a past or current local, national, or international incident that violated professional, legal, and/or ethical responsibilities in an employment setting, and explain the impact of the incident on employees and others.
14. Relate academic achievement and course planning to secondary opportunities.
15. Recognize that an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
16. Compare and contrast current and past employer hiring and employment practices related to substance use (e.g., tobacco, drugs, and alcohol).
17. Critical Thinking and problem-solving skills—the ability to recognize a problem and apply critical-thinking skills to develop solutions.

The ability to recognize a problem and apply critical thinking skills to develop solutions.

1.0 CAREER RESEARCH

The opportunity to explore career pathways through self assessment and identification of interests and values of unique career preferences.

- | | |
|--|---|
| <p>1.1 Compare and contrast current and past employer hiring and employment practices related to substance use (e.g., tobacco, drugs, and alcohol).</p> <p>1.2 Explain what is mean by “jobs” and “careers,” and examine how each tends to be distributed regionally, nationally, and globally.</p> <p>1.3 Inventory the requirements for entering different career areas of interest using online job information and determine why those requirements are needed for success in a chosen career.</p> <p>1.4 Compare and contrast how traditional and non-traditional occupational roles have changed or remained the same regionally, nationally, and globally.</p> <p>1.5 Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.</p> <p>1.6 Identify common knowledge, skills, and abilities needed within career clusters.</p> <p>1.7 Relate academic achievement and course planning to secondary opportunities</p> | <ul style="list-style-type: none">• What are common skills needed across all jobs/careers?• How do your abilities and interests influence your career choice?• What’s the difference between jobs and careers?• What are some requirements to enter a job/career of your choice? |
|--|---|

2.0 CRITICAL THINKING AND PROBLEM SOLVING SKILLS

The ability to recognize a problem and apply critical thinking skills to develop solutions

- | | |
|---|--|
| <p>2.1 Develop strategies for productive behaviors that impact critical thinking and problem-solving skills.</p> <p>2.2 Implement problem-solving strategies to solve a problem in school or real-world situations.</p> <p>2.3 Compare and contrast different strategies used in various organizations to solve problems.</p> <p>2.4 Design and implement a personal problem-solving plan using one or more problem-solving strategies.</p> | <ul style="list-style-type: none">• What strategies do I use to solve problems?• How can I make good choices or decisions?• What resources can I use to make decisions? <p>How do I know what resources are the best (i.e. people, technology, community)?</p> |
|---|--|

3.0 COLLABORATION, TEAMWORK, AND LEADERSHIP

Collaboration and teamwork enable individuals or groups to achieve common goals and develop leadership skills.

- 3.1 Determine an individual's responsibility for personal actions and contributions to group activities.
 - How do you foster collaboration and teamwork?
 - How do you define personal responsibility?
 - How do you resolve conflict to solve a problem?
 - What makes a good leader?
- 3.2 Demonstrate the use of compromise, negotiation, and community-building strategies for carrying out tasks, assignments, and projects.
- 3.3 Model leadership skills during classroom and extra-curricular activities.

4.0 INTERPERSONAL COMMUNICATION

Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.

Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.

- 4.1 Demonstrate the ability to understand others using verbal and non-verbal communication.
 - How do you effectively communicate to avoid misunderstanding?
- 4.2 Use effective communication skills in person and online interactions with peers and adults from home and from diverse cultures.
 - How does my personal behavior, dress, attitudes, and other choices impact the success or failure of a job applicant?
 - How do you show respect for cultural differences?
- 4.3 Examine how communication in different cultures and generations in the workplace may result in misunderstanding.
- 4.4 Use digital media effectively to enhance communication

5.0 TECHNOLOGY

The impact of technology in the workplace.

- | | | |
|-----|---|--|
| 5.1 | Explore the role of technology in the workplace. | • How has technology impacted the workplace? |
| 5.2 | Examine how technology has impacted the workplace (i.e. skills, jobs). | • What are some technology tools used in the different jobs? |
| 5.3 | Explore industry-recognized technology tools (i.e. Microsoft Office, etc.) | • What does my digital footprint say about me? |
| 5.4 | Engage in positive, safe, legal, and ethical behavior when using technology including social interactions online. | |

6.0 ACCOUNTABILITY AND ETHICS

Individual accountability and ethical behaviors expected in the workplace.

- | | | |
|-----|---|---|
| 6.1 | Demonstrate and describe appropriate work habits and interpersonal skills needed to obtain and retain employment. | • Why is it important that I take accountability and responsibility for my actions? |
| 6.2 | Demonstrate and describe ethical and unethical behavior. | • Why is ethical behavior important (i.e. home, work, school)? |

7.0 PERSONAL RESPONSIBILITY

Individual responsibility and skills expected in the workplace.

- | | | |
|-----|--|---|
| 7.1 | Identify the importance of personal appearance in a variety of settings? | • What does your personal appearance say about you? |
| 7.2 | Demonstrate effective time management. | • How well do you manage your time? |
| 7.3 | Explain wants vs. needs. | • How do I prioritize my spending? |
| 7.4 | Analyze the relationship between education, income, and job opportunities. | • How will my career choice support my wants and needs? |
| 7.5 | Create a budget and examine the benefits of budgeting. | |

Arizona Department of Education Career and Technical Education



WORK-BASED LEARNING GUIDE

edited 2018

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Work-Based Learning Arizona

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What is Work-Based Learning?

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. WBL is achieved through the completion of 120 hours in the following:

Types of Work-Based Learning:

- Internship
- Cooperative Education
- Diversified Cooperative Education
- Healthcare - Clinicals
- Supervised Agricultural Experiences
- Apprenticeship
- School-based Enterprise
- Mock Business/Industry Projects

Work-Based Learning Experiences:

- Can be paid or unpaid
- Integrate the technical skills related to the CTE program
- Cannot replace the Carnegie Units of credit needed for the program sequence
- Can be a part of the program (i.e. school-based enterprise & laboratory/simulations)
- Must comply with federal, state, and business risk management policies

Roles of Work-Based Learning:

The success of a WBL experience depends on the involvement and commitment of all the following participants.

Worksite

Students
Employers
Co-workers

Home

Students
Parent(s)/Guardian(s)

School

Students
Teachers
WBL Coordinators
Counselors
Administrators

Responsibilities of a WBL Student

WBL experiences require a high level of active involvement by the individual student. Compared with traditional academic classes, the learning process depends on a higher level of interactivity and participation by the student. Although under the supervision of a school coordinator, learning experiences are often carried out independently by the student. Thus, it is particularly important that each student be as fully prepared as possible before entering a WBL experience. This includes the development of a clearly communicated and documented system of accountability for all activities. Specifically:

- Goals are established for the overall program and for the individual student
- Activities are carefully planned and tied to the curriculum
- Student and work-based learning experience are carefully matched
- Students understand the expectations for business behavior
- Anticipated learning outcomes are documented and students held accountable for achieving these expectations
- Appropriate access is granted for the student

All parties must be prepared to discuss productivity, compensation, and learning and, each agree to an experience that will provide a win-win situation for the student and the worksite. The minimum length of the experience should be negotiated in advance to ensure that the employer will recover some of the training costs associated with participation and to discourage impulsive terminations. Such agreements detail the student's responsibilities and discourages changes based on short-term compensation or minor personality conflicts. The student should recognize that any WBL experience can be a life-changing opportunity.

Student Benefits:

- Apply classroom learning concepts and technical skills
- Build confidence
- Improve judgment and decision-making skills
- Understand the politics and expectations of the work environment
- Gain a reference for future employment
- Be motivated to stay in school, encouraging completion of secondary education and enrollment in postsecondary education

Student Roles:

- Collaboratively develop goals/objectives
- Make satisfactory academic progress

- Inform their coordinator of any problems that occur at the worksite
- Be on time and display professional conduct at the worksite
- Complete assignments, evaluations, forms, and other activities required by the coordinator or worksite

Responsibilities of the WBL Coordinator

The planning and management of the experience is critical to the success of the work-based learning. Successful planning and management of a WBL program must include:

- Selection of training site – It is the role of the coordinating teacher to identify appropriate types of locations, jobs, and companies for student learners and to develop a formal, written, training agreement that clearly documents both the training site's and the school's commitment to the WBL experience.
- Identification of sponsor – The coordinating teacher works with the appropriate management personnel to identify a specific individual who will serve as the student's training sponsor/mentor at the worksite.
- Agreement on learning outcomes – A carefully documented training agreement and training plan must be used to clarify learning expectations and to facilitate the scheduling of specific activities and work-based assignments to include experience not typical of most teen jobs. The coordinating teacher and sponsor/mentor must identify clear expectations for student learning over the agreed upon period.
- Regular worksite visits – The frequency of the visits will vary with each situation but, ideally, the coordinating teacher should plan to visit:
 - o Once a week during the first and second weeks of employment
 - o Once every two weeks during the next six to ten weeks of employment
 - o Once a month for the duration of the experience
 - o On demand, as necessary, to mediate performance problems and to ensure adherence to the training agreement and training plan
- Keep a file including:
 - o Application for admittance to the WBL experience
 - o Training agreement
 - o Training plan
 - o District-mandated permission slips
 - o Wage and/or hour report (hours if not paid)
 - o Visitation notes/reports
 - o Employer evaluation reports
 - o Journal/Diary

Worksite Visit:

To protect the teacher and the school from liability, worksite visits should be planned with the employer's consent and needs in mind. It is necessary to have the teacher visit the student at the worksite to ensure that training agreements and plans are being followed and that the workplace remains safe. Each visit should address some, or all, of the following:

- Observe the student
- Confirm parties' responsibilities and skills
- Check safety conditions
- Validate work hours and assist in negotiation of future schedules
- Evaluate student performance on assigned responsibilities
- Check that duties and tasks are aligned to the agreed-upon training plan
- Assure compliance of laws
- Assist in negotiation of rewards and/or disciplinary actions
- Discuss additional opportunities for involvement in the program
- Make a courtesy call on senior management

Responsibilities of the District as the Facilitator of WBL

An effective work-based learning program must be a school or district initiative rather than the domain of a single individual. The best programs involve coordinators, teachers, and counselors and have the active support of the administration. For maximum impact, school administrators must be willing to minimize policy and regulatory impediments, take appropriate risks, support career guidance, provide planning and coordination time, facilitate partnerships throughout the community, and encourage the involvement of all students and their parents.

School Benefits:

- Expands curriculum and learning facilities
- Provides access to state-of-the-art techniques and technology
- Enhances the ability to meet the needs of diverse student populations
- Promotes faculty interaction with the community
- Contributes to staff development
- Makes education more relevant and valuable for students
- Encourages a cross-discipline dialogue regarding learning outcomes

Responsibilities of Businesses Participating in WBL

The best partnerships require planning, commitment, energy, and patience. They require serious focus and defined purpose. Partnerships *are* worth the effort, but they require an understanding of the different business and industry cultures including perception and valuation of time, measures of success, comfort with the work/school environment, planning/management skills, market orientation, scheduling priorities, reward structure, and an understanding of working with youth.

Business Benefits:

- Creates a pool of skilled and motivated potential employees
- Enables organizations to develop new projects with student assistance
- Opens the door to involvement in curriculum development
- Provides developmental opportunities for current workforce
- Offers opportunities to provide community service

Business Role:

- Co-create a training agreement and training plan
- Interview students
- Sign and abide by agreements/forms
- Facilitate the student's exposure to all aspects of the field
- Orient the student to the worksite with information about business operations, performance expectations, administrative policies, and job-specific training
- Assist the student in his/her efforts to accomplish personal and professional goals
- Meet with the WBL coordinator during the duration of the student's WBL experience to assess the student's progress and address problems that arise
- Complete formal evaluations of the student's work and the work-based learning process

Responsibilities of Parents in WBL

Parents remain the number one influence on young people. Therefore, if a work-based program is to reach all students, parents must recognize its value to their own children and be willing to encourage participation. Since many work-based experiences occur off school premises or outside of normal school hours, parents must be willing to assume a portion of the responsibility for their children's participation, including risks associated with transportation and indirectly monitored activities.

Parents Role:

- Encourage students to have good attendance at the worksite
- Be involved and informed about the progress of their student's work experience program
- Provide transportation, as needed, to allow the student to work off the school premises
- Discuss work challenges with the student; encourage students to set and work toward obtainable goals
- Value and encourage continuing education with purpose

How Work-Based Learning Can Positively Affect a Community

Work-Based Learning that is developed locally within the context of the community can be a great tool for building positive community growth. Building an effective communication strategy is essential in the development. Common outcomes of building this strategy for nearly any school/business community include:

- Creation of an environment of collaboration and cooperation
- Encouragement of respect and tolerance between different groups
- Building the foundation for a more productive economy
- Building confidence in the school system

Types of Work-Based Learning

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.

The experience uses training agreements and training plans to outline what students are expected to learn and demonstrate at the worksite. The training agreements and training plans emphasize what training partners are expected to provide along, and outlines the coordination of, and integration between, the worksite and the classroom. It is essential that all parties become knowledgeable about laws governing students between the ages of 16 and 17 in the workplace.

- <https://www.minimum-wage.org/arizona>
- <https://www.youthrules.gov/>
- DOL Department of Labor Wage and Hour Division - <https://www.dol.gov/whd/>

Every contract/agreement used for WBL student participation must state that there is a safe working environment including protection from discrimination and sexual harassment. The contract/agreement must also contain a statement that the school has the right to immediately terminate the student in WBL if there is a breach of stipulated obligations.

The CTE internship must be directly related to the CTE program in which the credit is earned. Internships may be paid or unpaid work experiences. Students who are classified as seniors (12th grade) and are at least 16 years of age are eligible to participate. Students must be **concentrators** in a CTE program prior to enrolling in a CTE internship.

Setting up an Internship:

- Identification of Potential Worksites – The first step in setting up an internship experience is finding individuals and organizations willing to take on the responsibility of working with a student. Many districts establish a pool of possible worksites via their advisory committees or other community connections. Students may also identify possible internship sites. Successful worksites are a valuable resource that can be utilized over and over again.
- Preparation of Students Upon Employment – Students need to be thoroughly prepared before embarking on an internship experience. Preparation includes classwork that focuses on research, career exploration, and skills that will be applied at the worksite. Practical concerns must be addressed as well. Many districts provide students with an internship handbook that includes the following:
 - o *Internship agreements:* These agreements should include the purpose of the internship experience and an outline of the worksite supervisor's and the student's responsibilities.
 - o *Dress and behavior expectations:* Remind students that they are representing the program, the school, and themselves at a worksite. The teacher/coordinator should be aware of the dress code at each worksite and discuss appropriate attire with the student. Students must be informed about sexual harassment issues.
 - o *Checklist:* Give students a checklist that includes everything they need to do to prepare for the internship experience. These may include: preparing a résumé, developing objectives, contacting employers, arranging schedules and transportation, and doing background research.
 - o *Evaluation materials:* Students will be evaluated by their worksite supervisors throughout the internship experience. Students should be provided with a copy of evaluation forms and encouraged to become familiar with it to enable them to understand how they are being appraised. Ask students to evaluate their internship experience, as well. Student evaluations of the program are helpful to ongoing program improvement.
- Overview of legal responsibilities – Worksite supervisors need to be aware of legal issues related to a work-based learning experience. These include safety, child labor, discrimination, and sexual harassment laws. The WBL coordinator must ensure that worksite supervisors understand their legal responsibilities and potential liabilities in advance. For unpaid work experiences, all parties must be aware of federal guidelines related to unpaid work experience.
- Instructions for working with young people – Worksite supervisors may be unaccustomed to the unique challenges of communicating and working with young people. They may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Discuss possible scenarios with worksite supervisors and encourage them to provide as many active learning experiences as possible.
- Activity suggestions – The purpose of an internship is to provide students with an environment where learning can take place. Encourage supervisors to allow students to participate in as many learning activities as possible; especially those activities that offer an opportunity to develop workplace skills.
- Checklist – Checklist items beneficial to setting up a successful internship might include: arranging meeting times, planning with program coordinator to ensure that academic requirements are met, signing structured training agreements and training plans, arranging student work space, and informing students about company policies and procedures.
- Evaluation materials –

- o *Employer Evaluations:* Employers' responses to an internship program is essential for maintaining a successful operation. Provide employers with forms to evaluate the student's participation and to evaluate the program.
- o *Training Agreements:* Includes a list of responsibilities of the employer, the teacher/coordinator, the parent/guardian, and the student. This document must be signed by all parties.
- o *Training Plans:* A list of specific and general tasks the student will be involved in in the internship. This document must be signed by school/district officials, parent/guardian, and employer.
- o *Journals:* An accurate daily log of detailed tasks completed during work hours describing specific job duties and time frames for individual tasks. This log shall be signed by the employer and student.
- o *Record Keeping:* Accurate and up-to-date documentation of signed required forms, journals, and evaluations, specific to the work experience of the student must be maintained. Records an employer may keep on file include: a student's job application, attendance record, self-evaluations, resume, and parent's contact information.

Work with your district attorneys as they have knowledge of your own school/district policies regarding student safety, security, your legal obligations, and responsibilities. Many schools use The Trust to provide property and liability coverages or related services.

<https://www.svc.the-trust.org/Home/AboutUs>

Cooperative Education

Cooperative education (Co-op) differs from internship. It 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. In some schools, CTSO participation may be required.

Cooperative Education teachers must be certified with a Cooperative Education, K-12 Endorsement along with an appropriate CTE Certificate.

- [Cooperative Education, K-12 Endorsement form](https://cms.azed.gov/home/GetDocumentFile?id=58a22b861130c2091cf212d1) - <https://cms.azed.gov/home/GetDocumentFile?id=58a22b861130c2091cf212d1>
- [Career and Technical Education Certification Requirements](http://www.azed.gov/educator-certification/forms-and-information/certificates/) (Scroll down to Career and Technical Education) - <http://www.azed.gov/educator-certification/forms-and-information/certificates/>

Cooperative education nurtures a relationship between the business community and the school district. This relationship, established through the efforts of the Co-op teacher, can result in businesses' support of the program and the district. This often involves working with current advisory committees, and may include donation of equipment and partnership opportunities.

The fundamental purposes of cooperative education are to provide opportunities for students to learn under real-life work conditions. This allows them to develop a hands-on knowledge of occupational standards, professional workplace skills and attitudes, technical skills that are needed to be successful in that field. The student and teacher/coordinator work collaboratively to select the place of employment that will provide and coordinate occupational experiences. Cooperative education provides students with an opportunity observe "high skill, high wage, or high demand", career areas first-hand and to graduate as individuals who have adjusted to the world of work.

Steps in Planning a Cooperative Education Program:

- The student must be a concentrator of an Approved CTE Program on the most current Arizona CTE Program List or an Approved Proposed Local Occupational Program.
- If the Cooperative Education program is for credit, the course must be listed in the school catalog and on the CTE Program Course Sequence.
- The school arranges with the employer for on-the-job training utilizing the WBL training agreement and training plan.
- The school coordinates the training during the on-the-job phases of instruction.
- Credit is granted for the cooperative education as approved by the local school district.
- The parent or guardian agrees to accept responsibility for the student's safety and conduct while traveling to and from school, place of employment, and home.
- The WBL teacher/coordinator will visit the employer's site prior to sending students to ensure that the proper safety and training conditions exist.
- Each worksite/student must be visited periodically to check the student's progress, attendance, appropriate work assignments, and safety.
- A training agreement and training plan must be on file for each student.
- An employer evaluation report must be on file for each student.
- A student co-op experience evaluation must be on file for each student.

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.

Diversified Cooperative Education teachers must be certified with a Cooperative Education, K-12 Endorsement along with an appropriate CTE Certificate.

- [Cooperative Education, K-12 Endorsement form](https://cms.azed.gov/home/GetDocumentFile?id=58a22b861130c2091cf212d1) - <https://cms.azed.gov/home/GetDocumentFile?id=58a22b861130c2091cf212d1>
- [Career and Technical Education Certification Requirements](http://www.azed.gov/educator-certification/forms-and-information/certificates/) (Scroll down to Career and Technical Education) - <http://www.azed.gov/educator-certification/forms-and-information/certificates/>

Healthcare - Clinicals

Structured clinicals are regarded as the heart of Health Careers Education providing students with the opportunity to apply classroom learning to real situations and to develop core competencies needed to make the transition from the classroom to the workplace. Clinicals are based on observation and care of patients at different stages of medical practice. These experiences place students in a variety of healthcare settings so they may better understand the scope of the profession and healthcare needs. Like cooperative education, clinicals are closely supervised and may require a significant number of offsite hours. This experience uses written training agreements to outline what students are expected to learn. Strong emphasis is placed on coordination and integration between worksite and classroom learning. Credit hours, outcomes, and levels of intensity vary depending on the course of study.

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. An SAE program consists of planned activities conducted outside of class time and are designed to gain hands-on experience and develop skills in agricultural career areas that interest the student.

SAE rewards include:

- Provides an opportunity to explore careers.
- May earn money.
- Improves communication skills in a variety of situations.
- Develops management skills.
- Earns FFA Proficiency Awards and advanced FFA degrees.

Types of SAEs:

- *Exploratory.* Experiencing the big picture of agriculture and its many related careers. This type of program is great for beginning students and those who are uncertain about their interests.
- *Research/Experimentation.* An SAE where the student conducts research using the scientific process. Agriculture is a science-based industry and there are limitless opportunities for research-based SAEs.
- *Placement/Internship.* Work either for pay or for the experience. These SAEs may be located in agribusinesses, school labs, farms and ranches, or in community facilities.
- *Ownership/Entrepreneurship.* This SAE makes the student a business owner. The student plans and operates an agriculturally-related enterprise or business. Examples include producing and marketing livestock, crops, nursery plants or forest products, providing a service such as lawn care, processing agricultural products, repair, design, or fabricating agriculturally-related equipment.

Some additional requirements to the SAE include:

- *Supplementary Activities.* A specific skill learned outside of normal class time that contributes to the agriculture skills and knowledge obtained by the student.
- *Improvement Activities.* A series of learning activities that improve the efficiency, value, use, or appearance of the place of employment, home, school, or community.

Reference material: [National FFA Organization, Supervised Agricultural Experiences](https://www.ffa.org/about/supervised-agricultural-experiences) - <https://www.ffa.org/about/supervised-agricultural-experiences>

Apprenticeships

Registered Apprenticeships involve learning how to do a task by performing it on the job and also learning why it's done that way through related technical instruction. On-the-job training and related technical instruction are both vital elements required for a Registered Apprenticeship program. A skilled mentor/journey worker is required to oversee and train the apprentice. Registered Apprenticeship is a voluntary industry-driven system for careers requiring a range of high-level skills, and is full-time, paid employment and training with built-in career placement. Individual business, employer associations or labor-management organization may offer Registered Apprenticeships.

The Department of Economic Security (DES) Apprenticeship Office creates, develops, and monitors registered apprenticeship programs in Arizona. The program is an ideal opportunity for employees who have limited work experience or who are transitioning to a new vocation and want to earn a steady income while they learn a sustainable trade. These working opportunities combine at least 2,000 hours of on-the-job-training with a minimum of 144 hours of classroom instruction. It requires an employer-employee relationship in which training programs take 1-6 years and most programs are 3-4 years long.

Registered Apprenticeships includes on-the-job learning from an assigned mentor combined with technical training, provided by apprenticeship training centers, community colleges, and institutions employing distance and computer-based learning systems. At the end of the apprenticeship, all apprentices receive a nationally-recognized credential. Some apprenticeship programs offer interim credentials as apprentices achieve important milestones during their apprenticeship.

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. They are managed and operated by students as hands-on learning laboratories providing realistic and practical learning experiences that reinforce classroom instruction. SBEs can sell to consumers through a permanent location, a mobile kiosk, or through internet marketing, such as school stores. Products may include spirit wear, food and beverage items, school supplies, signs and banners, and more. Other SBEs provide services such as creative design, advertising sales, full service catering, restaurants, banks, and radio stations.

School-Based Enterprises are effective educational tools to help prepare students for the transition from school to work or college. For many students, they provide their first work experience; for others, they provide an opportunity to build management, supervision, and leadership skills. The SBE should be designed to lead a student to a productive career. The school programs of study must have the course capacity to provide the learning needed to become successfully employed. In an SBE, the student's CTE courses and academic courses integrate around the SBE.

Developing a School-Based Enterprise can be a creative challenge to a school, department, teachers, and students. Large scale endeavors will probably need the input and assistance from more than one person to be successful. The SBE must be oriented toward and run by students. Teachers serve as advisors but not chief executive officers. Some operate like regular small businesses, letting students apply the academic and CTE content they learned in school. Students gain experience in entrepreneurship, accounting, budgeting, cash-flow management, marketing, inventory control, and business and industry technical skills. Students in SBEs experience professional work skills in problem solving, communication, interpersonal relations, and learning how to learn in the context of work.

Steps to Develop an SBE:

1. Assess and Define the product or service
 - Student and teacher interest
 - Possible ventures and their feasibility
 - Decide and commit
2. Build the Support of Key People
 - Teachers
 - Students
 - Parents
 - Advisory Committee
3. Develop a Written Business Plan
 - [U.S. Small Business Administration: Write your business plan –
https://www.sba.gov/business-guide/plan/write-your-business-plan-template](https://www.sba.gov/business-guide/plan/write-your-business-plan-template)
4. Establish a Structure for the SBE
 - Basic organization
 - Curriculum
 - Training and education of students and teachers
 - Scheduling
 - Facilities, equipment and supplies
 - Finances
5. Implement production and services
 - Equipment and supplies
 - Workforce and their role

- Sales and marketing strategies
- Maintain budgets
- Maintain inventory

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 such as welding, construction, media, cosmetology, medical laboratory, etc. The value of mock business/industry projects is the direct experience with industry standards. This validates the skills and use of industry equipment. Students work both independently and in teams to apply problem solving and decision-making skills while developing new products or concepts. In many cases, the students can produce products that will allow the students to experience a manufacturing and service delivery process.

Examples:

- A construction program may build sheds and sell them to the public.
- Media production may be asked to produce sports videos for the various school teams and sell a compilation CD at the end of the season.
- Programs such as Medical Laboratory, Cosmetology, and Massage may schedule “fee-based/open to the public” working days as part of their program.

Elements to be considered:

- Adequate class time to complete projects/simulation.
- Sufficient space to encourage flexible work activities.
- Access to technology including industry standard equipment.
- Instructional materials, supplies, and tools.
- Teacher professional development activities (to update industry skills and classroom management).
- Possible interdisciplinary projects and team teaching.

Resources for Work-Based Learning

Arizona Curfew Laws

<http://lawforkids.org/curfew>

Arizona Department of Education Cooperative Education, K-12 Endorsement

<https://cms.azed.gov/home/GetDocumentFile?id=58a22b861130c2091cf212d1>

Arizona Department of Economic Security - Apprenticeship programs

<https://des.az.gov/services/employment/apprenticeship-home>

Arizona Minimum Wage

<https://www.minimum-wage.org/arizona>

Arizona State Constitution of Child Labor Laws

<http://www.azleg.gov/viewDocument/?docName=http://www.azleg.gov/const/18/2.htm>

Arizona State Office of Economic Opportunity

<https://oeo.az.gov/>

Federal Government Youth Workers and the Law

<https://www.youthrules.gov/>

Industrial Commission of Arizona

<https://www.azica.gov/>

National FFA Organization - Supervised Agricultural Experiences

<https://www.ffa.org/about/supervised-agricultural-experiences>

SBA Writing a Business Plan

<http://www.sba.gov/writing-business-plan>

Youth Rules Work-based Learning Videos

<https://www.youthrules.gov/share/teens-saying/index.htm>

US Equal Employment Opportunity Commission

Youth@Work Video and Manuals

<https://www.eeoc.gov/youth/classroom.html>

The Youth@Work video explores discrimination and harassment based on race, skin color, religion, sex (including pregnancy), national origin, age and disability. The video also addresses retaliation.

Sample Forms

Please be advised these are samples that need to be reviewed by your legal counsel and board for adopted use.

- **Work Based Learning Training Agreement Form**
- **Parent Private Vehicle Consent Form**
- **Work-Based Learning Project Assignment Form**
- **Electronic Portfolio Waiver Release**
- **Confidentiality Agreement Form**
- **Insurance Letter Example**

Work Based Learning Training Agreement

Please select one: ☐ Clinical ☐ Cooperative Education ☐ Internship (CTE, FTA, etc.)
☐ Other:

Student-Learner Name _____

Date of Birth _____ Age _____

Mailing Address _____ Home Phone _____

City _____ Zip Code _____ Cell Phone _____

E-mail _____

Business Partner Employer-Mentor _____

Business Partner Company _____

Business Partner Phone _____ E-Mail _____

For the Work-Based Learning Program to be fully effective, it is mandatory that certain rules and regulations be followed. The student, his/her Parent/Guardian, the Teacher-Coordinator and the Business Partner Employer-Mentor must agree to fulfill the following responsibilities.

Student-Learner recognizes that the Work Based Learning experiences will contribute to his/her career objectives and agrees to the following:

1. Understands there is no guaranteed or assigned workplace.
2. Accepts responsibility for providing transportation to and from the workplace.
3. Abide by the rules, regulations, policies and procedures of the workplace, the School District, and the Work-Based Learning Program.
4. Understands that once a position is accepted, a commitment has been made to the Business Partner Employer-Mentor. It is expected that the student-learner will be at the Business Partner Company for the length of the Work-Based Learning.
5. Responsible to be at the workplace every scheduled day at the appointed time.
6. Follow the directions of the Business Partner Employer/Mentor.
7. Do nothing intentionally to disrupt the normal routine of the workplace.
8. Exercise confidentiality and respect with regard to information gained at Business Partner Company and Business Partner staff with regard to the Work-Based Learning program, teacher-coordinator, or student-learner.
9. Be prompt and accurate in completing all required assignments, forms and reports for the Work-Based Learning program, the teacher-coordinator, and the Business Partner Employer-Mentor.
10. Agrees to demonstrate courtesy, a cooperative attitude, appropriate dress, and a willingness to learn. Behavior to the contrary may lead to dismissal from the Work-Based Learning Program and/or the Business Partner Company.
11. Understands that any breach of trust, professionalism or ethical behavior (i.e. any evidence of dishonesty with money, merchandise, time or effort) may result in dismissal from the Work-Based Learning Program and/or the workplace.
12. Agrees to communicate with the Business Partner Employer-Mentor and the Teacher-Coordinator at all times.

The Parent/Guardian agrees to:

1. Commit to support the student, Business Partner Employer/Mentor, and Work-Based Learning Program.

2. Participation of the student-learner in the Work Based Learning Program and will encourage the student-learner to effectively carry out duties and responsibilities both in the classroom and at the training site.
3. Contact the Teacher-Coordinator regarding all questions/concerns pertaining to the Business Partner Mentor experience.

The Business Partner Employer-Mentor agrees to:

1. Abide by Federal, State, and Local regulations regarding employment, job duties and the provisions of an equal opportunity employer.
2. Understand and enforce Child Labor Laws (DOL 579.50 subpart E) regarding occupations particularly for the employment of minors between the ages of 16 and 18 of age order, and the exceptions to the order for non-agricultural work.
3. The work of the student-learner in the occupation declared particularly hazardous shall be incidental to the training and such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person.
4. Provide applicable general safety guidelines to the work environment.
5. Understanding the status of the student while in training shall be that of student-learner; however, work standards expected of the student-learner will be the same as those expected of other beginning workers.
6. Function as a training site and as such an employer-mentor will be assigned to the student-learner. This employer-mentor will be allowed time to work with the student-learner so that this Work-Based Learning will be a viable educational experience.
7. Provide a variety of related experiences for the student-learner consistent with his or her career/occupational competencies.
8. Follow the training plan (a schedule of organized and progressive work experiences) to be performed at the training site.
9. Understand that once a position is accepted, a commitment has been made to the student-learner. It is expected that the student-learner will be at the Business Partner Company for the duration of the Work-Based Learning unless a serious situation arises or prior arrangements have been made.
10. Exercise confidentiality in regard to information gained during the Work-Based Learning program.
11. Assist in the evaluation of the student-learner.
12. Contact the Teacher-Coordinator if any problems arise regarding the student-learner.
13. Work with Teacher-Coordinator to mutually agree to transfer or withdraw the student-learner when he/she deems such actions to be in the best interest of those concerned.

Teacher-Coordinator agrees to:

1. Ensure the enrollment of the student-learner is in a state-approved Career and Technical Education Work Based Learning Program.
2. Provide related classroom instruction, including safety instruction (especially for hazardous occupations), and make provisions for the student-learner to receive additional workplace readiness instruction.
3. Periodically observe the student-learner on the job and to visit with the Business Partner Employer-Mentor in order to aid in the student-learner's development.
4. Consult with the Business Partner Employer-Mentor in the evaluation of the student-learner.

By signing below each party agrees to the terms of this agreement and the rules, regulations and provisions of the Work-Based Learning Program. Failure to comply with this agreement in whole or part, may result in the dismissal of the student from the Work-Based Learning program, disciplinary action, possible failure of course and/or loss of credit.

| | | | |
|----------------------------------|------|---------------------|------|
| | | | |
| Student-Learner | Date | Parent/Guardian | Date |
| | | | |
| | | | |
| Business Partner Employer-Mentor | Date | Teacher-Coordinator | Date |

Original to: Teacher-Coordinator; Copies to: Student-Learner, Parent/Guardian, Business Partner Employer-Mentor

Parent Private Vehicle Consent Form

We/I give my permission for my student, _____, to:

- _____ drive his/her private vehicle from the high school
- _____ drive himself/herself and other Interns from the high school
- _____ ride with other Interns from the high school

I understand that the BLANK School District and BLANK Administration assumes no responsibility when a student travels in a private vehicle.

Work-Based Learning Project Assignment

| | |
|-----------------------|---------------------|
| Student Name: | Student ID# |
| Project Area Advisor: | Internship Teacher: |
| Business Partner: | |

Project Description and Objectives

Give a brief description of the project with purpose, outcomes and time line

| |
|--|
| |
| |
| |
| |

By signing below each party agrees to the terms of this agreement and the rules, regulations and provisions of the Work-Based Learning Program. Failure to comply with this agreement in whole or part, may result in the dismissal of the student from the Work Based Learning program, disciplinary action, possible failure of course and/or loss of credit.

.....
Student Signature:

.....
Parent Signature:

.....
Project Area Advisor Signature:

.....
Internship Teacher Signature:

.....
Business Partner Signature:

.....
Campus Administrator Signature:

School District
Work-Based Learning
EXAMPLE OF Electronic Portfolio Waiver Release

Purpose:

Over the past few months, our Internship Program has seen and recognized the need for advancing the use of Web 2.0 technologies in the classroom. Therefore, with clearance and permission from our district, we now have the opportunity to utilize an online tool for students to develop, publish, and share an online portfolio.

Here is the website we will use: www.visualcv.com

This site will afford internship students the opportunity to create an electronic on-line portfolio on Visual CV as part of a culminating assessment. Students will populate Visual CV with personal data needed for applying for and obtaining employment and/or internship experiences. Students will protect this data with a username and password. Students will grant access to potential employers and internship teacher (and parent if requested) by distributing access through e-mail.

By checking the appropriate box and signing below, I understand my child will create, revise and post personal information and portfolio requirements to an electronic on-line portfolio program using Visual CV.

If permission is not granted, the student will have the opportunity to construct a hard copy portfolio using a 3-ring binder.

☐ I give my son/daughter permission to use www.visualcv.com at school.

☐ I do not give my son/daughter permission to use www.visualcv.com at school.

Student-Learner Signature

Date

Student-Learner (Print Name)

Date

Parent/Guardian Signature

Date

Parent/Guardian (Print Name)

Date

Work-Based Learning Confidentiality Agreement

I understand that I may have access to confidential patient/client information and confidential information about the business and financial interests of my employer (referred to as “Business Partner” in this Agreement). I understand that Confidential Information is protected in every form, such as written records and correspondence, oral communications, and computer programs and applications.

I agree to comply with all existing and future Business Partner policies and procedures to protect the confidentiality of Confidential Information. I agree not to use, copy, make notes regarding, remove, release, or disclose Confidential Information, unless it is permitted by the Business Partner policy.

I agree not to share or release any authentication code or device, password, key card, or identification badge to any other person, and I agree not to use or release anyone else’s authentication code or device, password, key card, or identification badge. I agree not to allow any other person to have access to the Business Partner’s information systems under my authentication code or device, password, key card, or identification badge. I agree to notify the appropriate administrator immediately if I become aware that another person has access to my authentication code or device, password, key card, or identification badge, or otherwise has unauthorized access to the Business Partner’s information system or records.

I agree that my obligations under this Agreement continue after my employment or my time as a volunteer/employee/intern ends.

I agree that, in the event I breach any provision of this Agreement, the Business Partner has the right to reprimand me or to suspend or terminate my employment or volunteer status with or without notice at the discretion of the Business Partner, and that I may be subject to penalties or liabilities under state or federal laws. I agree that, if the Business Partner prevails in any action to enforce this Agreement, the Business Partner will be entitled to collect its expenses, including reasonable attorney’s fees and court costs.

| | |
|--|---------------------------|
| <hr/> Business Partner – Internship Site | <hr/> Company Name |
| <hr/> Student | <hr/> Date |
| <hr/> Student (Print Name) | <hr/> Date |
| <i>If under 18 years of age, a parent or guardian’s signature is also required.</i> | |
| <hr/> Parent/Guardian | <hr/> Date |
| <hr/> Parent/Guardian (Print Name) | <hr/> Date |

Sample Unified School District Internship/Job Shadowing Program

Re: Student participation in Internship/Job Shadowing Program

Dear Business Partner:

High school students who attend the Blank Unified School District are under the same insurance coverage at your location as they are at school as long as the students are not being paid. We consider your workplace to be an extension of the classroom.

While students are covered with liability insurance, their only health insurance is that which their family carries. All students have been apprised of this situation.

Please contact me if you have any concerns.

Sincerely,

Official Signature
Chief Financial Officer
Phone number
Email address

Appendix H: Monitoring Documents

Secondary Monitoring Document:

CTED Central Only ☐
Perkins + Satellite ☐
Perkins Only ☐

Arizona Department of Education
Quality and Compliance Monitoring Document (DRAFT)

District/CTED Name _____
CTE Director/CTED Superintendent _____
CTE Program _____
CTE Program location _____
Program existed for ☐ 3 consecutive years
Teacher name(s) _____
Years teaching at site program _____
Date monitored _____
Quality level achieved _____
Final compliance result _____

Arizona Department of Education Quality Compliance Monitoring Document (DRAFT)

The quality and compliance document has nine(9) elements and each element has compliance indicators and quality indicators. To complete the evaluation of compliance indicators, select either yes or no for each compliance indicator that has shown evidence to meet the indicator. To complete the evaluation of quality indicators, use the following simple 0-1 rubric to rate the program on each of the criteria organized under the elements for quality as either "Evident" "1" or "not Evident" "0". Use the boxes marked "Evidence" to record the sources of information and key components considered in order to determine the ratings. After rating each criterion within a particular element for compliance, indicate on the summary page which elements were not met for compliance. After rating each criterion within an element for quality, total the points earned for that quality element. Calculate percentage score by dividing the points earned by the total points possible for that quality element/each element's total possible points. Evidence to be provided will come from a district level or program level. The District level of documentation is indicated in the monitoring document by blue highlight. The program level of documentation is indicated in the monitoring document by white/no highlight

Quality Ratings Scale

Not at all achieved: No evidence of the criterion in the program. 0% to 69%

Basic Achievement: The criterion is minimally implemented in the program. 70% to 79%

For example:

- Implementation is just beginning
- Implementation is evident infrequently
- Implementation is evident in a small portion of the program.
- Access is limited to a small segment of students.

Proficient Achievement: The criterion is evident in the program but implementation is uneven or incomplete. 80% to 89%

For example:

- Only part of the criterion is evident.
- Implementation is evident part of the time, but not on a sustained and regular basis.
- Implementation is evident in portions of the program.
- Access is available to most, but not all students.

Distinguished Achievement: The criterion has been fully implemented throughout the entire program. 90% to 100%

For example:

- All Parts of the Criteria are evident
- Implementation is evident on a regular and sustained basis.
- Implementation is evident across all portions of the program.
- Access is available to all students.

| | | | |
|--|--|----------------|--------------------|
| 1. Standards-Aligned and Integrated Curriculum and Engaging Instruction. This element addresses the development, implementation and revision of the program curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based. | | | |
| Compliance Indicator | | Yes | No |
| a. The curriculum shows evidence of: the technical standards, the professional skills, work based learning, CTSO integration, and academics integration being addressed in the curriculum. (CURRICULUM MUST INCLUDE ALL OF THE FOLLOWING) <input type="checkbox"/> Technical standards <input type="checkbox"/> Professional skills <input type="checkbox"/> Work-based learning <input type="checkbox"/> Academics integration | | | |
| b. The curriculum allows for student application of technical skills meeting the 51% of required lab time. <input type="checkbox"/> Lab schedules/Calendar | | | |
| Quality Indicator | | (1) Evident | (0) Not Evident |
| c. Current program standards are publicly available and accessible to students, parents/guardians (as appropriate), partners and the public. <input type="checkbox"/> Course syllabus / Website / or other evidence please indicate: | | | |
| d. The program incorporates multiple forms of assessment, including performance-based assessment where students must demonstrate the application of their technical knowledge and skills. (must include a minimum of two of the following) <input type="checkbox"/> TSA Data Results Showing use of assessment <input type="checkbox"/> Performance Rubrics <input type="checkbox"/> Sample of Assessments <input type="checkbox"/> 3rd party Credential Attainment <input type="checkbox"/> Sample of Student tests <input type="checkbox"/> Student Projects/work | | | |
| District: e. A written plan is in place for review of curriculum based on data or changes in technical standards. | | | |
| TOTAL POINTS EARNED FOR QUALITY | | | |
| TOTAL POINTS POSSIBLE | | | |
| PERCENTAGE SCORE (points earned/points possible) | | | |
| Notes: | | | |

2. Prepared and Effective Program Staff
This element addresses the qualifications and professional development of program staff, including secondary CTE teachers.

| Compliance Indicator | | Yes | No |
|--|--|----------------|--------------------|
| a. CTE teacher(s) meets appropriate state CTE area specific certification. <input type="checkbox"/> Copy of valid CTE teacher(s) certificate | | | |
| Quality Indicator | | (1) Evident | (0) Not Evident |
| b. CTE teacher has PD plan in place that include dates for PD for report/certification (must include ALL of the following) <input type="checkbox"/> Professional Development Plan - individual <input type="checkbox"/> Professional Development log - date and type | | | |
| c. CTE teacher(s) has earned an appropriate industry certification to offer to students in the program, earned an advanced degree, or National Board Certified Teacher. (must include at least one of the following) <input type="checkbox"/> Externship/Industry Employment <input type="checkbox"/> Industry Certificate <input type="checkbox"/> Advanced degree <input type="checkbox"/> National Board Certification. | | | |
| District: | | | |
| d. CTE teachers have access to resources and support to implement all elements of a high quality program. | | | |
| e. The District has a professional development plan for CTE teachers | | | |
| TOTAL POINTS EARNED | | | |
| TOTAL POINTS POSSIBLE | | | |
| PERCENTAGE SCORE (points earned/points possible) | | | |

Notes:

| | | |
|---|----------------|--------------------|
| 3. Access and Equity This element addresses program promotion, student recruitment and strategies that support access and equity for various student populations, including by gender, race and ethnicity, and special population status (such as individuals with disabilities, individuals from economically disadvantaged families and English learners). | | |
| Compliance Indicator | Yes | No |
| District: | | |
| a. Program is inclusive for special populations as drafted in Perkins | | |
| <input type="checkbox"/> Data on special populations enrollment in program | | |
| Quality Indicator | (1) Evident | (0) Not Evident |
| b. Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, economic status and/or special population as defined in Perkins. <input type="checkbox"/> Recruiting/Registration materials and all events that recruit students are free from bias. | | |
| c. Facilities, equipment, technology and materials are comparable, accessible and / or adaptable for students with disabilities. <input type="checkbox"/> Visual Review of Facilities for accessibility, adaptability | | |
| d. Curriculum, instruction, materials and assessments are free from bias and stereotypes associated with race, color, national origin, sex & disabilities and are offered in ways that ensures all students have the opportunity to achieve success in the program, including through accommodations, as appropriate. (must include ALL of the following) <input type="checkbox"/> Recruiting materials and all events that recruit students are free from bias. <input type="checkbox"/> Curriculum, Instructional or assessment materials | | |
| District: | | |
| e. Career guidance is offered to all potential and current program participants in a manner that is free from bias, inclusive and non-discriminatory. (must include at least one of the following) <input type="checkbox"/> District PD for Counselor education on bias, equity and inclusion <input type="checkbox"/> Student Registration materials | | |
| f. Supportive services and supplementary aids, including transportation are available to students with disabilities as well as other members of special populations. <input type="checkbox"/> Identify District Support Services such as supplemental aids, transportation plan, instructional aids etc.(attach documentation) | | |
| g. Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation and articulated credit, for all students, including special populations. <input type="checkbox"/> Identify actions taken to eliminate barriers(attach documentation): | | |
| TOTAL POINTS EARNED FOR QUALITY | | |
| TOTAL POINTS POSSIBLE | | |
| PERCENTAGE SCORE (points earned/points possible) | | |
| Notes: | | |

| | | | |
|--|--|----------------|--------------------|
| 4. Facilities, Equipment, Technology and Materials This element addresses the alignment, appropriateness and safety of the physical/material components of the program, including laboratories, classrooms, computers, industry-specific equipment, and tools and supplies that support learning. | | | |
| Compliance Indicator | | Yes | No |
| a. Facilities, equipment, technology and materials used in the program reflect current workplace, industry and/or occupational practices and requirements and align to technical standards and the program objective.(must include at least one of the following) <input type="checkbox"/> Program inventory by site <input type="checkbox"/> District/School Inventory system w/asset Numbers, tag numbers for equipment in each classroom/lab, shows Inventory matches equipment tags. <i>*Grants specialist will verify inventory.</i> | | | |
| Quality Indicator | | (1) Evident | (0) Not Evident |
| b. Facilities, equipment, technology and materials meet standards for occupational safety and health in the related industry, as appropriate. (must include ALL of the following) <input type="checkbox"/> Visual review of facilities and equipment for safety <input type="checkbox"/> Equipment is set up and functional <input type="checkbox"/> Equipment and facilities are clean and organized | | | |
| District: | | | |
| c. District provides appropriate use of facilities, equipment, technology and materials within the program. | | | |
| d. Processes are defined and resources provided to regularly inspect, update and replace facilities, equipment, technology and materials.(attach process documentation) | | | |
| e. Identify example(s) of the District working with program(s) to maximize student access to relevant facilities, equipment, technology or materials through partnerships or flexible delivery models as appropriate.(attach documentation) | | | |
| TOTAL POINTS EARNED FOR QUALITY | | | |
| TOTAL POINTS POSSIBLE | | | |
| PERCENTAGE SCORE (points earned/points possible) | | | |
| Notes: | | | |

5. Business and Community Partnerships

This element addresses business and community partner recruitment, partnership structure and the wide variety of activities partners should be engaged in to support the program and ensure programs are aligned with workforce needs.

| Compliance Indicator | | Yes | No |
|--|--|----------------|--------------------|
| a. | The program has a formalized, structured approach to coordinating partnerships, such as an advisory board or sector partnership. <input type="checkbox"/> Advisory Minutes indicating industry and business partners and community members with follow up | | |
| Quality Indicator | | (1) Evident | (0) Not Evident |
| b. | Representatives of the program actively conduct outreach activities to develop partnerships to ensure the program is informed by employer and community needs. (must include at least one of the following) <input type="checkbox"/> Business contact log <input type="checkbox"/> Advisory Minutes indicating industry and business partners and community members with follow up | | |
| c. | Partnerships for the program are formed with a diverse range of stakeholders who represent differing perspectives, including employers from businesses; industry representatives; community, workforce and economic development agencies; and other education stakeholders. <input type="checkbox"/> Stakeholder list indicating contact information and position | | |
| d. | Partners support the program in tangible ways to meet program goals. <input type="checkbox"/> Tangible support received (attach documentation). | | |
| e. | Partners help to evaluate the effectiveness of the program in preparing students for further education and careers. <input type="checkbox"/> Program evaluation | | |
| TOTAL POINTS EARNED FOR QUALITY | | | |
| TOTAL POINTS POSSIBLE | | | |
| PERCENTAGE SCORE (points earned/points possible) | | | |

Notes:

6. Student Career Development:

This element addresses strategies that help students gain career knowledge and engage in education and career planning and decision-making, including career counseling, career assessments, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services.

| Compliance Indicator | | Yes | No |
|---|--|----------------|--------------------|
| District: | | | |
| a. District Provides career exploration to the middle grades (anytime during 5-9th grade) (must include at least one of the following) | | | |
| <input type="checkbox"/> Curriculum, lessons <input type="checkbox"/> District Schedule for Career Exploration <input type="checkbox"/> Identify activities that counselors or career specialists are involved to provide awareness and promote CTE career pathways | | | |
| Quality Indicator | | (1) Evident | (0) Not Evident |
| b. Students in the program and their parents/guardians (as appropriate) are provided current information on extended learning experiences available through the program, such as work-based learning, CTSO participation and articulated credit (must include at least one of the following) | | | |
| <input type="checkbox"/> Syllabus <input type="checkbox"/> Career Center on Campus with CTE evidence of career pathways | | | |
| c. Students in the program and their parents/guardians (as appropriate) are provided current information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities. (must include at least one of the following) | | | |
| <input type="checkbox"/> District resources for students <input type="checkbox"/> Career Center on Campus with CTE evidence of career pathways | | | |
| District: | | | |
| d. Students in the program have access to job search information, career center, online resources, and counselors (must include at least one of the following) | | | |
| <input type="checkbox"/> Career Center on Campus <input type="checkbox"/> Career specialist are available to assist students <input type="checkbox"/> Counselor assist students through workshops | | | |
| e. School counselors have access to professional development and up-to-date information on CTE programs extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making. | | | |
| <input type="checkbox"/> District utilizes CTE funds to support counselor CTE related professional development | | | |
| TOTAL POINTS EARNED FOR QUALITY | | | |
| TOTAL POINTS POSSIBLE | | | |
| PERCENTAGE SCORE (points earned/points possible) | | | |

Notes:

| | | | |
|---|--|----------------|--------------------|
| 7. Career and Technical Student Organizations (CTSOs): This element addresses CTOSs, which are organizations for individuals enrolled in CTE programs that engage in activities as an integral part of the instructional program, including the delivery and availability of CTSO opportunities for student skill and leadership development. | | | |
| Compliance Indicator | | Yes | No |
| a. The CTSO local chapter is properly registered annually with their approved CTSO association which includes submitting chapter by-laws, a chapter program of work, membership, officer list, and have the CTE teacher serve as the local advisor.(must include ALL of the following) <input type="checkbox"/> Chapter bylaws <input type="checkbox"/> Local chapter advisor is CTE teacher <input type="checkbox"/> Official student membership roster <input type="checkbox"/> Program of work | | | |
| Quality Indicator | | (1) Evident | (0) Not Evident |
| c. The local chapter program of work provides opportunities for students to interact with business and industry professionals. (must include at least one of the following) <input type="checkbox"/> Program of work <input type="checkbox"/> End of year summary | | | |
| d. The local chapter provides opportunities for students to participate in leadership conferences.(must include at least one of the following) <input type="checkbox"/> Program of work <input type="checkbox"/> End of year summary <input type="checkbox"/> Event registration | | | |
| e. The local chapter provides opportunities for students to participate in relevant community and school service activities.(must include at least one of the following) <input type="checkbox"/> Program of work <input type="checkbox"/> Community service verification <input type="checkbox"/> End of year summary | | | |
| f. The local chapter provides opportunities for students to participate in leadership development activities.(must include at least one of the following) <input type="checkbox"/> Event registration <input type="checkbox"/> End of year summary <input type="checkbox"/> Program of work | | | |
| TOTAL POINTS EARNED FOR QUALITY | | | |
| TOTAL POINTS POSSIBLE | | | |
| PERCENTAGE SCORE (points earned/points possible) | | | |
| Notes: | | | |

8. Work-based Learning:
This element addresses the delivery of a continuum of work-based learning involving sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate, and include a range of activities such as lab simulations, school-based enterprises, internships and apprenticeships.

| Compliance Indicator | | Yes | No |
|--|---|----------------|--------------------|
| a. | Work-based learning experiences are accessible to every student at some point during the program. <input type="checkbox"/> Documentation of type of work-based learning | | |
| b. | Work-based learning experiences are supervised by appropriately certified CTE staff. (Cooperative education or diversified cooperation requires cooperative endorsement.) (must include one of the following) <input type="checkbox"/> CTE teacher certification <input type="checkbox"/> CTE teacher certification with cooperative education endorsement | | |
| Quality Indicator | | (1) Evident | (0) Not Evident |
| c. | Work-based learning experiences are provided through delivery methods that maximize meaningful interaction with businesses industry professionals. (must include ALL of the following) <input type="checkbox"/> Student Journals <input type="checkbox"/> Training agreement/Plans <input type="checkbox"/> Teacher annual Report / review and summary (accomplishments, number of opportunities, picture of events, number of students participating and type of WBL etc.) <input type="checkbox"/> Record of student in work-based learning hours | | |
| d. | Requirements and procedures for work-based learning experiences are formalized following the AZ work based learning guide. <input type="checkbox"/> Work-based learning plans | | |
| e. | CTE Program annual report of WBL activities, includes number of students participation and type of Work-based learning (must include at least one of the following) <input type="checkbox"/> Teacher annual Report / review and summary (accomplishments, number of opportunities, picture of events, number of students participating and type of WBL etc.) <input type="checkbox"/> Record of student in work-based learning working | | |
| TOTAL POINTS EARNED FOR QUALITY | | | |
| TOTAL POINTS POSSIBLE | | | |
| PERCENTAGE SCORE (points earned/points possible) | | | |

Notes:

| | | |
|--|----------------|--------------------|
| 9. Data and Program Improvement at District Level This element addresses collection, reporting and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data. | | |
| Compliance Indicator | Yes | No |
| District: | | |
| a. The district meets the state determined level of performance (SDLP) | | |
| <input type="checkbox"/> District Performance measures Results | | |
| b. Labor market information, student data, and Comprehensive Local Needs Assessment (CLNA) is used to inform program decision-making and support program improvement. | | |
| <input type="checkbox"/> LNA Comprehensive Local Needs Assessment (CLNA) (CTED's Excluded) | | |
| Quality Indicator | (1) Evident | (0) Not Evident |
| c. Program meets state determined level of performance (SDLP)(must include ALL of the following) | | |
| <input type="checkbox"/> Data that includes all students | | |
| <input type="checkbox"/> Program Performance measures Results | | |
| <input type="checkbox"/> 1S1 Graduation Rate | | |
| <input type="checkbox"/> 2S1 Reading/Language Proficiency | | |
| <input type="checkbox"/> 2S2 Mathematics Proficiency | | |
| <input type="checkbox"/> 2S3 Science Proficiency | | |
| <input type="checkbox"/> 3S1 Placement | | |
| <input type="checkbox"/> 4S1 Nontraditional | | |
| <input type="checkbox"/> 5S1 Industry Recognized Credential | | |
| <input type="checkbox"/> 5S4 Technical Skills Assessment | | |
| District: | | |
| d. CTE staff have access to relevant, valid and reliable data disaggregated by gender, race and ethnicity, and special population status, thus facilitating the comparisons of access and performance among subpopulations and with the general student population and the identification of equity gaps on all students participating in the program (must include at least one of the following) | | |
| <input type="checkbox"/> Teacher use of TSA | | |
| <input type="checkbox"/> Data accessible to teachers | | |
| e. There is a formal process in place for the systematic and continuous use of data, such as student access and performance data and program evaluation results, for program improvement, including addressing equity gaps.(must include at least one of the following) | | |
| <input type="checkbox"/> District Professional development plan and documentation of teacher attending PD | | |
| <input type="checkbox"/> Program improvement plan based on CLNP, TSA data | | |
| f. A district professional development plan is in place to teach CTE staff and teachers how to use and analyze data for program improvement. | | |
| <input type="checkbox"/> District Professional development plan and documentation of teachers and CTE staff attending PD | | |
| TOTAL POINTS EARNED FOR QUALITY | | |
| TOTAL POINTS POSSIBLE | | |
| PERCENTAGE SCORE (points earned/points possible) | | |
| Notes: | | |

| TOTAL for Compliance Indicators | Compliance Indicators Required | Compliance Indicators Evident |
|--|--------------------------------|-------------------------------|
| 1. Standards-aligned and Integrated Curriculum | 2 | |
| 2. Prepared and Effective Program Staff | 1 | |
| 3. Access and Equity | 1 | |
| 4. Facilities, Equipment, Technology and Materials | 2 | |
| 5. Business and Community Partnerships | 1 | |
| 6. Student Career Development | 1 | |
| 7. Career and Technical Student Organizations (CTSOs) | 1 | |
| 8. Work-based Learning | 2 | |
| 9. Data and Program Improvement at District Level meets all elements of an approved program (Compliance Indicator for Perkins only Recipients) | 2 | |
| TOTAL COMPLIANCE INDICATORS (For state CTED only central program compliance, must meet all compliance indicators for elements 1-8) | 13 | |

Compliance Summary(for indicators not met, District or CTED has 30 days from date of review to provide evidence)

| TOTAL for Quality Indicators | Quality Points Possible | Quality Points Earned |
|--|-------------------------|-----------------------|
| 1. Standards-aligned and Integrated Curriculum | 3 | |
| 2. Prepared and Effective Program Staff | 4 | |
| 3. Access and Equity | 6 | |
| 4. Facilities, Equipment, Technology and Materials | 4 | |
| 5. Business and Community Partnerships | 4 | |
| 6. Student Career Development | 4 | |
| 7. Career and Technical Student Organizations (CTSOs) | 4 | |
| 8. Work-based Learning | 3 | |
| 9. Data and Program Improvement at District Level meets all elements of an approved program (Compliance Indicator for Perkins only Recipients) | 4 | |
| TOTAL QUALITY POINTS | 36 | |

OVERALL QUALITY PERCENTAGE SCORE (points earned/points possible)

Not achieved: 69% and below
 Basic: 70% to 79%
 Proficient: 80% to 89%
 Distinguished: 90% and Above

Notes

Teacher interview notes

1 Number of years teaching program

2 Program challenges.

3 Program Successes

District CTE Director interview notes

1 District Challenges

2 District successes

3 number of years program offered

Evaluator notes

Postsecondary Monitoring Document:

FEDERAL PERKINS ON-SITE MONITORING FORM

This document will be utilized by the ADE Grant Program Specialist (GPS) to complete an on-site monitoring visit. Any areas considered “not compliant” or “partially compliant” must be addressed by the district as a part of an improvement plan. The items listed under the “compliance columns” and “sample evidence” are not exhaustive lists (nor must all elements be present) but are intended as guidance.

District

Name: _____

Date of On-Site

Visit: _____

District Staff

Name(s): _____

CTE Grant Program Specialist

Name: _____

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A. Budget / Funding Business Manager

[\$200.302]

SAMPLE EVIDENCE

- ☐ Funds shown as a line item in the school's approved budget
- ☐ Budget
- ☐ Expenditure Report
- ☐ POs / Invoices

- ☐ Other:
- ☐ Other:

COMPLIANCE

- ☐ Exceeds Compliance
- ☐ Compliant
- ☐ Partially Compliant (Requires District Action Plan)
- ☐ Not Compliant (Requires District Action Plan)

COMPLIANCE

Not Compliant:

Partially Compliant:

1. Budget consists of rough estimates of anticipated expenses / resources
2. No itemized budget for any program

Compliant:

1. Produce detailed expenditure report that matches all grant guidelines
2. Demonstrates appropriate use of funds
3. Itemized budget for individual CTE program

Exceeds Compliance:

1. Expenditure report shows consistent M&O support
2. Starts programs with district funds
3. Sustains and improves programs with district funds
4. Eliminates programs that fail to produce measurable outcomes

COMMENDATIONS / RECOMMENDATIONS: (To be completed by Grant Specialist and reviewed with District)

DISTRICT ACTION PLAN: (To be completed by Grant Specialist and District)

Area(s) of Need:

Person(s) Responsible:

A. Budget / Funding Business Manager

[\$200.302]

S.M.A.R.T. Goal Statements (Specific, Measurable, Attainable, Realistic, and Timebound):

Due Date

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Progress Monitoring (For District Only)

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B. Timely & Accurate Reporting

[§122(c)(11) & §122(c)(13)]

SAMPLE EVIDENCE

- ☐ Midyear Narrative
- ☐ Final Narrative
- ☐ Application/Revisions
- ☐ Monitoring Information in Grant Application
- ☐ CTE Data Portal Information

COMPLIANCE

- ☐ Exceeds Compliance
- ☐ Compliant
- ☐ Partially Compliant (Requires District Action Plan)
- ☐ Not Compliant (Requires District Action Plan)

COMPLIANCE

Not Compliant:

Partially Compliant:

1. Submitted 50% of reports on time
2. Brief details
3. No measurable outcomes
4. Subjective

Compliant:

1. Reports submitted by due date
2. Includes detail and measurable outcomes
3. Some objective criteria

Exceeds Compliance:

1. High level of detail
2. Provides documentation to support outcomes
3. Meets targeted completion dates

COMMENDATIONS / RECOMMENDATIONS: (To be completed by Grant Specialist and reviewed with District)

DISTRICT ACTION PLAN: (To be completed by Grant Specialist and District)

Area(s) of Need:

Person(s) Responsible:

B. Timely & Accurate Reporting

[§122(c)(11) & §122(c)(13)]

S.M.A.R.T. Goal Statements (Specific, Measurable, Attainable, Realistic, and Timebound):

Due Date

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Progress Monitoring [\(For District Only\)](#)

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C. Annual Public Notification of Nondiscrimination

[Title IX & §134(b)(9)]

SAMPLE EVIDENCE

- ☐ Newspaper
- ☐ Website
- ☐ Newsletter
- ☐ Student / Parent Handbook
- ☐ Other:
- ☐ Other:
- ☐ Other:
- ☐ Other:

COMPLIANCE

- ☐ Exceeds Compliance
- ☐ Compliant
- ☐ Partially Compliant (Requires District Action Plan)
- ☐ Not Compliant (Requires District Action Plan)

COMPLIANCE

Not Compliant:

Partially Compliant:

1. District has a brief notification of nondiscrimination statement
2. It is not published annually prior to the beginning of school
3. It does not contain all the necessary information

Compliant:

1. District annually provides public notification in media designed to reach the general public at the beginning of each school year stating that the CTE programs are offered without discrimination
2. Includes name and contact information for Section 504 and Title IX Coordinator
3. Annual public notification also includes a listing of CTE program offerings
4. States a lack of English language skills will not be a barrier to admission
5. Provides notification in all prominent languages to the district

Exceeds Compliance:

1. Meets all of the "Compliant" criteria; and
2. Also provides notification in less prominent languages to the district

COMMENDATIONS / RECOMMENDATIONS: (To be completed by Grant Specialist and reviewed with District)

DISTRICT ACTION PLAN: (To be completed by Grant Specialist and District)

Area(s) of Need:

Person(s) Responsible:

C. Annual Public Notification of Nondiscrimination

[Title IX & §134(b)(9)]

S.M.A.R.T. Goal Statements (Specific, Measurable, Attainable, Realistic, and Timebound):

Due Date

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Progress Monitoring (For District Only)

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D. Continuous Notification of Nondiscrimination

[Title IX & §134(b)(9)]

SAMPLE EVIDENCE

- ☐ Course Description Book
- ☐ Student and/or Parent Handbook
- ☐ Recruitment Materials
- ☐ Website
- ☐ DVDs / CDs

- ☐ Other:
- ☐ Other:
- ☐ Other:

COMPLIANCE

- ☐ Exceeds Compliance
- ☐ Compliant
- ☐ Partially Compliant (Requires District Action Plan)
- ☐ Not Compliant (Requires District Action Plan)

COMPLIANCE

Not Compliant:

Partially Compliant:

1. District's Continuous Notice of Nondiscrimination specifies the basis for nondiscrimination but does not contain all the necessary information to make it a qualified statement
2. The notice is found in *some* of the district's source documents

Compliant:

- A. The District's Continuous Notice of Nondiscrimination contains the three basic elements:
 - Specifies the basis for nondiscrimination
 - Secondary only: Contains the verbiage "and provides equal access to the Boy Scouts and other designated youth groups"
 - Statement contains the names, physical addresses, and telephone numbers of the Title IX / Section 504 coordinators
2. Provides notification in all prominent languages to the district
3. The notice is found in most of the district's source documents reaching students, parents, and the general public

Exceeds Compliance:

1. Meets all of the "Compliant" criteria; and
2. Also provides notification in less prominent languages to the district

COMMENDATIONS / RECOMMENDATIONS: (To be completed by Grant Specialist and reviewed with District)

DISTRICT ACTION PLAN: (To be completed by Grant Specialist and District)

Area(s) of Need:

Person(s) Responsible:

D. Continuous Notification of Nondiscrimination

[Title IX & §134(b)(9)]

| S.M.A.R.T. Goal Statements (Specific, Measurable, Attainable, Realistic, and Timebound): | Due Date |
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Progress Monitoring (For District Only)

E. Services to Special Populations

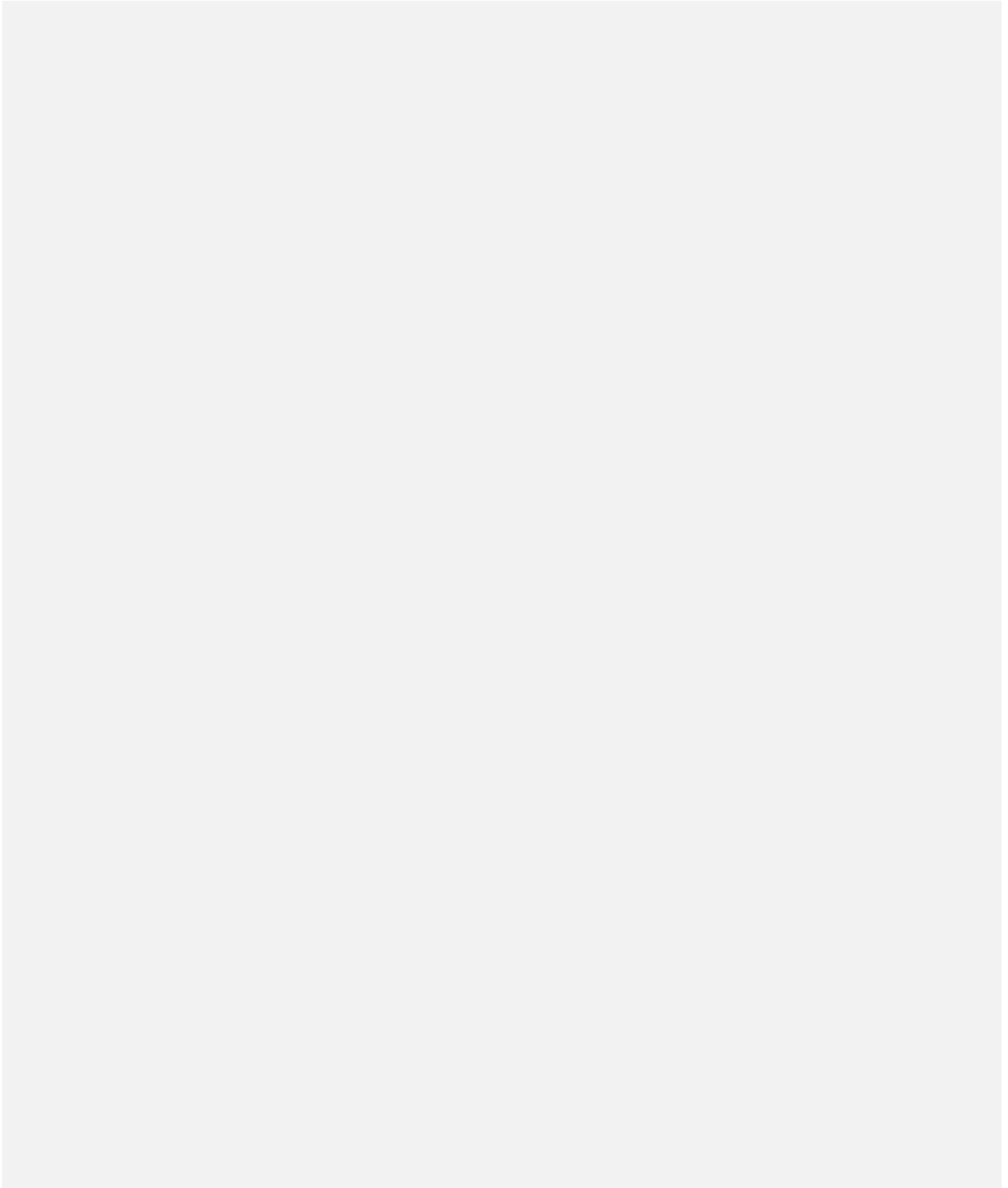
1. What process(es) does the district have in place to identify special population students enrolled in CTE programs (by the following categories)?

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low income families
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Out of workforce individuals
- English Learners
- Homeless individuals described in section 725 of the McKinney Vento Homeless Assistance Act
- Youth with a parent who is a member of the armed forces and is on active duty

2. What process(es) does the district have to analyze the success of special population students enrolled in CTE programs at the district?

3. What type of enrollment / counseling activities are available that target special population students for CTE?

E. Services to Special Populations



E. Services to Special Populations

4. What support services or supplementary aids are available to special population students in CTE programs?

5. What type of employee training has the district conducted to address equity issues?

6. What challenges is the district facing in supporting special population students in CTE programs?

E. Services to Special Populations

COMPLIANCE

- ☐ Compliant
- ☐ Not Compliant (Requires District Action Plan)

COMMENDATIONS / RECOMMENDATIONS: (To be completed by Grant Specialist and reviewed with District)

DISTRICT ACTION PLAN: (To be completed by Grant Specialist and District)

Area(s) of Need:

Person(s) Responsible:

E. Services to Special Populations

| S.M.A.R.T. Goal Statements (Specific, Measurable, Attainable, Realistic, and Timebound): | Due Date |
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Progress Monitoring (For District Only)

F. Audits

[2 CFR 200.501]

What is the date of the most recent annual district audit conducted by an independent COA firm? Were there any audit exceptions identified for the district's Federal Perkins grant funds?

Date of Audit:

Audit Firm:

Lead Auditor:

Describe Any CTE Audit Findings (CTE findings would make the district noncompliant):

COMPLIANCE

- ☐ Compliant
- ☐ Not Compliant (Requires District Action Plan)

COMMENDATIONS / RECOMMENDATIONS: (To be completed by Grant Specialist and reviewed with District)

DISTRICT ACTION PLAN: (To be completed by Grant Specialist and District)

Area(s) of Need:

Person(s) Responsible:

F. Audits
[2 CFR 200.501]

| S.M.A.R.T. Goal Statements (Specific, Measurable, Attainable, Realistic, and Timebound): | Due Date |
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Progress Monitoring (For District Only)

G. Conflict of Interest

[2 CFR 200.112]

1. Were any items purchased with Perkins or state funds from a vendor that employs a district employee or relative of a district employee?

☐ No ☐ Yes (If “YES,” explain)

2. Were any items purchased with Perkins or state funds from a vendor in which a district employee has a financial investment?

☐ No ☐ Yes (If “YES,” explain)

COMPLIANCE

- ☐ Compliant
☐ Not Compliant (Requires District Action Plan)

COMMENDATIONS / RECOMMENDATIONS: (To be completed by Grant Specialist and reviewed with District)

DISTRICT ACTION PLAN: (To be completed by Grant Specialist and District)

Area(s) of Need:

Person(s) Responsible:

G. Conflict of Interest

[2 CFR 200.112]

S.M.A.R.T. Goal Statements (Specific, Measurable, Attainable, Realistic, and Timebound):

Due Date

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Progress Monitoring (For District Only)

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H. Entertainment Costs

[2 CFR 200.112]

1. Did the district pay for any professional development or training activities which included separate, identifiable entertainment costs? If “YES,” provide an explanation. Remember, prior approval is necessary if the activity had a clear programmatic purpose.

☐ No ☐ Yes (If “YES,” explain)

2. Was the entertainment cost charged to your Perkins grant? If “YES,” provide an explanation. Remember, prior approval is necessary if the activity had a clear programmatic purpose.

☐ No ☐ Yes (If “YES,” explain)

COMPLIANCE

- ☐ Compliant
- ☐ Not Compliant (Requires District Action Plan)

COMMENDATIONS / RECOMMENDATIONS: (To be completed by Grant Specialist and reviewed with District)

DISTRICT ACTION PLAN: (To be completed by Grant Specialist and District)

Area(s) of Need:

Person(s) Responsible:

H. Entertainment Costs

[2 CFR 200.112]

S.M.A.R.T. Goal Statements (Specific, Measurable, Attainable, Realistic, and Timebound):

Due Date

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Progress Monitoring (For District Only)

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I. Capital Equipment Inventory

[USFR VI-E & 2 CFR 200.313]

1. Does district have established procedures for the purchase, identification, and inventorying of capital equipment purchased with Perkins funds?

Purchase? ☐ No ☐ Yes

Identification? ☐ No ☐ Yes

Inventorying? ☐ No ☐ Yes

2. Does equipment purchased with Perkins funding, with a unit cost of \$5,000 or more, appear on the district's capital assets list? (Note: If the district guidelines stipulate an amount less than \$5,000, the capital assets listing should reflect the district guideline.)

☐ No ☐ Yes

3. Does the district capital assets list provide all of the following:

☐ No ☐ Yes

Location (school, department, building, etc.)

☐ No ☐ Yes

Serial/Identification Number

☐ No ☐ Yes

Description (model number, size, color, etc.)

☐ No ☐ Yes

Who holds title (if applicable)

☐ No ☐ Yes

Source of funding which purchased the property

☐ No ☐ Yes

Acquisition Date & Purchase Document Number (PO, Voucher, or other document number)

☐ No ☐ Yes

Cost of Property

☐ No ☐ Yes

Use & Condition of Property

☐ No ☐ Yes

Percentage of federal participation in an assets costs (for capital items with a unit cost of \$5,000 or more purchased with federal funds)

☐ No ☐ Yes

Ultimate Disposition Information (date of disposal, sale price etc....)

I. Capital Equipment Inventory

[USFR VI-E & 2 CFR 200.313]

☐ No ☐ Yes

For equipment purchased with Perkins funds, does the district conduct a physical inventory of the property (and the results reconciled with the property records) at least once every two years?

COMPLIANCE

- ☐ Compliant
- ☐ Not Compliant (Requires District Action Plan)

COMMENDATIONS / RECOMMENDATIONS: (To be completed by Grant Specialist and reviewed with District)

I. Capital Equipment Inventory

[USFR VI-E & 2 CFR 200.313]

DISTRICT ACTION PLAN: (To be completed by Grant Specialist and District)

Area(s) of Need:

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Person(s) Responsible:

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S.M.A.R.T. Goal Statements (Specific, Measurable, Attainable, Realistic, and Timebound):

Due Date

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Progress Monitoring (For District Only)

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J. Stewardship List

[USFR VI-E & 2 CFR 200.302(b)(4)]

1. Does the District maintain a stewardship list for items costing at least \$1,000 but less than \$5,000 (or the District's capitalization threshold if less than \$5,000) if purchased with federal funding?

☐ No ☐ Yes

2. Does the stewardship list include the following:

☐ No ☐ Yes

Description of the
Item

☐ No ☐ Yes

Identification Number

☐ No ☐ Yes

Physical Location of
Item

☐ No ☐ Yes

Acquisition Date

3. Computing devices costing less than \$5,000 are considered a supply. Does the district have inventory management procedures designed to maintain effective control, safeguard these assets and ensure they are used for the authorized purpose of the federal grant?

☐ No ☐ Yes

COMPLIANCE

- ☐ Compliant
- ☐ Not Compliant (Requires District Action Plan)

COMMENDATIONS / RECOMMENDATIONS: (To be completed by Grant Specialist and reviewed with District)

DISTRICT ACTION PLAN: (To be completed by Grant Specialist and District)

Area(s) of Need:

Person(s) Responsible:

J. Stewardship List

[USFR VI-E & 2 CFR 200.302(b)(4)]

S.M.A.R.T. Goal Statements (Specific, Measurable, Attainable, Realistic, and Timebound):

Due Date

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Progress Monitoring (For District Only)

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K. Supplanting

[Perkins §311(a)]

1. Did this Federal Perkins application request funds for vocational expenditures which were previously paid for by non-federal funds?

☐ No ☐ Yes (If “YES,” explain)

2. Did this Federal Perkins application request funds to purchase textbooks?

☐ No ☐ Yes (If “YES,” explain)

COMPLIANCE

- ☐ Compliant
☐ Not Compliant (Requires District Action Plan)

COMMENDATIONS / RECOMMENDATIONS: (To be completed by Grant Specialist and reviewed with District)

DISTRICT ACTION PLAN: (To be completed by Grant Specialist and District)

Area(s) of Need:

Person(s) Responsible:

K. Supplanting

[Perkins §311(a)]

S.M.A.R.T. Goal Statements (Specific, Measurable, Attainable, Realistic, and Timebound):

Due Date

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Progress Monitoring (For District Only)

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L. Time & Effort

[2 CFR 200.430(i)]

Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed.

☐ No ☐ Yes

Are charges to the Federal Perkins award for salaries and wages by a system of internal controls that provide a reasonable assurance charges are accurate, allowable and properly allocated?

☐ No ☐ Yes

Do the records for salary and wage charges to the Federal Perkins award comply with the established accounting policies and practices of the district?

☐ No ☐ Yes

Are charges to the Federal Perkins awards for salaries and wage incorporated into the official records of the district?

☐ No ☐ Yes

Do the records for salary and wage charges reasonably reflect the total activity (both federally assisted and all other activities) for which an employee is compensated (not to exceed 100%)?

☐ No ☐ Yes

Do the records for salary and wage charges support the distribution of an employee's salary or wages among specific activities or cost objectives?

COMPLIANCE

☐ Compliant

☐ Not Compliant (Requires District Action Plan)

COMMENDATIONS / RECOMMENDATIONS: (To be completed by Grant Specialist and reviewed with District)

DISTRICT ACTION PLAN: (To be completed by Grant Specialist and District)

Area(s) of Need:

Person(s) Responsible:

L. Time & Effort

[2 CFR 200.430(i)]

S.M.A.R.T. Goal Statements (Specific, Measurable, Attainable, Realistic, and Timebound):

Due Date

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Progress Monitoring (For District Only)

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Evidence List for Fiscal Assurances

Check Those Items Reviewed (add additional as necessary)

- ☐ Federal Perkins Grant Application(s)
- ☐ Completion Report(s)
- ☐ Purchase Order(s)
- ☐ Invoice(s)
- ☐ Capital Asset List
- ☐ Stewardship List
- ☐ Job Description(s)
- ☐ Fiscal Procedure Document(s)
- ☐ Wage/Salary Document(s)
- ☐ Contract(s)
- ☐ General Ledger Document(s)
- ☐ Other:
- ☐ Other:
- ☐ Other:
- ☐ Other:
- ☐ Other:

Appendix I: CTE Program Lists

Approved Secondary CTE Program List

| 2020 Rank | CIP # | CTE Program | Carnegie Units Required | Non-Traditional Designation |
|-----------|------------|--|-------------------------|-----------------------------|
| 1 | 46.0300.20 | Electrical and Power Transmission Installation | 2 | Female |
| 2 | 43.0100.00 | Law and Public Safety | 2 | Female |
| 3 | 51.0900.30 | Emergency Medical Services | 2 | * |
| 4 | 52.0200.00 | Business Management | 2 | * |
| 5 | 47.0600.20 | Automotive Technologies | 3 | Female |
| 6 | 47.0600.40 | Diesel Engine Repair | 3 | Female |
| 7 | 47.0600.30 | Automotive Collision Repair | 3 | Female |
| 8 | 47.0600.50 | Aircraft Mechanics | 3 | Female |
| 9 | 46.0400.30 | Carpentry | 2 | Female |
| 10 | 47.0200.00 | Heating, Ventilation and Air Conditioning | 2 | Female |
| 11 | 46.0400.20 | Construction Technologies | 2 | Female |
| 12 | 52.0900.00 | Hospitality Management | 2 | * |
| 13 | 49.0200.00 | Heavy Equipment Operations | 2 | Female |
| 14 | 48.0500.30 | Precision Machining | 3 | Female |
| 15 | 48.0508.00 | Welding Technologies | 2 | Female |
| 16 | 51.0707.00 | Medical Records Technologies | 2 | Male |
| 17 | 51.3900.00 | Nursing Services | 2 | Male |
| 18 | 51.0800.60 | Medical Assisting Services | 2 | Male |
| 19 | 51.0600.00 | Dental Assisting | 2 | Male |
| 20 | 51.0800.20 | Pharmacy Support Services | 2 | Male |
| 21 | 51.0800.50 | Sports Medicine and Rehabilitation | 2 | Male |
| 22 | 51.0800.30 | Laboratory Assisting | 2 | Male |
| 23 | 51.0808.00 | Veterinary Assisting | 3 | Male |
| 24 | 01.0000.00 | AgriScience | 3 | Female |
| 25 | 48.0500.20 | Automation and Robotics | 2 | Female |
| 26 | 52.1800.20 | Marketing | 2 | * |
| 27 | 15.1200.40 | Software and App Design | 2 | * |
| 28 | 52.0400.00 | Business Operations | 2 | Male |
| 29 | 12.0500.00 | Culinary Arts | 2 | Female |
| 30 | 13.1210.00 | Early Childhood Education | 2 | Male |
| 31 | 52.0800.00 | Finance | 2 | * |
| 32 | 13.1200.00 | Education Professions | 2 | Male |
| 33 | 51.2602.00 | Home Health Aide | 2 | Male |
| 34 | 12.0400.00 | Cosmetology and Related Services | 2 | Male |
| 35 | 51.3500.00 | Therapeutic Massage | 2 | Male |
| 36 | 51.1500.00 | Mental and Social Health Technician | 2 | Male |
| 37 | 52.0300.00 | Accounting | 2 | Male |
| 38 | 15.1300.20 | Architectural Drafting | 2 | * |
| 39 | 15.1300.30 | Electronics Drafting | 2 | Female |
| 40 | 15.1300.40 | Mechanical Drafting | 2 | Female |
| 41 | 49.0100.00 | Air Transportation | 3 | Female |
| 42 | 43.0200.00 | Fire Service | 2 | Female |

| 2020 Rank | CIP # | CTE Program | Carnegie Units Required | Non-Traditional Designation |
|-----------|------------|--|-------------------------|-----------------------------|
| 43 | 15.1200.30 | Network Security*** (formerly Network Technologies) | 2 | * |
| 44 | 15.1200.20 | Computer Maintenance | 2 | * |
| 45 | 10.0200.20 | Digital Printing | 2 | Female |
| 46 | 46.0400.40 | Cabinetmaking | 2 | Female |
| 47 | 10.0200.30 | Graphic Design *** (formerly Graphic and Web Design) | 2 | * |
| 48 | 15.0300.00 | Electronic Technologies | 3 | Female |
| 49 | 50.0500.20 | Stagecraft | 2 | Female |
| 50 | 10.0200.90 | Film and TV Production | 2 | Female |
| 51 | 10.0200.50 | Digital Photography | 2 | Female |
| 52 | 52.1900.20 | Fashion Design and Merchandising | 2 | * |
| 53 | 52.1900.30 | Interior Design and Merchandising | 2 | * |
| 54 | 10.0200.40 | Digital Communication | 2 | * |
| 55 | 10.0200.00 | Music and Audio Production | 2 | Female |
| 56 | 10.0200.60 | Animation | 2 | * |
| E | 41.0100.00 | Bioscience (Emerging Program) | 2 | * |
| E | 15.0000.00 | Engineering (Emerging Program) | 3 | Female |

Local Occupational Programs

* A Local Education Agency (LEA) or a Career and Technical Education District (CTED) must have an approved LOP on file with the Career and Technical Education unit of the Arizona Department of Education in order to select and offer a Local Occupational Program (LOP).

| CIP | Program |
|------------|--|
| 12.0409.00 | Aesthetics |
| 28.0101.00 | Air Force JROTC |
| 16.1601.00 | American Sign Language |
| 28.0301.00 | Army JROTC |
| 49.0101.00 | Aviation Technology |
| 12.0501.00 | Baking and Pastry Arts |
| 26.0999.00 | Biomedical Sciences |
| 46.0401.00 | Building Maintenance/Environmental Services |
| 51.2208.00 | Community Health Care Worker |
| 43.0116.00 | Cyber Criminology |
| 52.0203.00 | Distribution and Logistics |
| 15.1302.00 | Drafting CAD Technology |
| 46.0303.00 | Electrical Lineman |
| 15.0303.00 | Electrical Technology |
| 15.0612.00 | Energy and Industrial Technology: Industrial Technology/Technician |

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|-------------------|---|
| 15.0406.00 | Engineering and Robotics |
| 47.0616.00 | Marine, Power and Extreme Sport Technologies |
| 28.0401.00 | Navy/Marine Corp JROTC |
| 51.2604.00 | Occupational Therapy Aide |
| 52.0204.00 | Office Administration |
| 51.0806.00 | Physical Therapy Assistant |
| 46.0503.00 | Plumbing Trade Specialty - Plumbing Technology/Plumber |
| 15.0505.00 | Solar Panel Installation |
| 49.0199.00 | sUAS Drones |
| 30.3301.00 | Sustainability |

Postsecondary CTE Programs

| Community College CTE Programs | |
|--------------------------------|---|
| CIP | Program |
| 01.0100 | Agricultural Business Management - Agri science |
| 10.0200 | Multimedia Technologies |
| 10.0300 10.0304 | Graphic Communications |
| 12.0401 | Cosmetology |
| 12.0500 12.0503 12.0599 | Culinary Arts |
| 13.1200 16.1603 | Education & Training: Education Professions |
| 13.1210 | Education & Training: Early Childhood Education |
| 14.4201 | Pre-Engineering |
| 15.0303 | Electrical Instrumentation Technology |
| 15.0505 | Alternative Energy Technology |
| 15.1100 15.1102 | Engineering Sciences: Surveying Technology |
| 15.1200 15.1202 15.1204 | Information Technologies |
| 15.1300 15.1302 | Drafting & Design Technologies |
| 16.1603 | Sign Language Interpretation & Translation |
| 43.0100 43.0103 | Law, Public, Safety & Security |
| 43.0200 43.0201 43.0203 | Fire Service-Science |
| 46.0300 | Electrical & Power Transmission Technologies |
| 46.0400 46.0401 | Construction Technologies |

| Community College CTE Programs | |
|--|--|
| CIP | Program |
| 47.0100 | Electrical Systems Installation & Maintenance Technologies |
| 47.0200 | Heating, Ventilation & Air Conditioning (HVAC) |
| 47.0300 47.0302 | Heavy/Industrial Equipment Maintenance Technologies |
| 47.603 | Auto Body and Collision Repair |
| 47.0600 47.0604 47.0607 47.0605 | Transportation Technologies |
| 48.0500 | Precision Manufacturing |
| 48.0508 | Welding Technologies |
| 49.0100 | Air Transportation |
| 51.0600 51.0601 51.0602 | Dental Assisting |
| 51.0800 51.0801 51.0802 51.0805 51.0810 51.1009 | Allied Health Services |
| 51.0900 51.0904 51.0908 51.0911 51.0913 51.0909 | Diagnostic & Intervention Technologies |
| 51.3800 51.3801 | Nursing |
| 51.3900 51.3901 51.3902 51.3990 | Nursing Services |

| Community College CTE Programs | |
|--------------------------------|--|
| CIP | Program |
| 52.0200 52.0201 | Business Management & Administrative Services |
| 52.0400 52.0411 | Business Operations Support & Assistant Services |
| 52.5101 | Cybersecurity |

Appendix J: Professional Skills

ARIZONA PROFESSIONAL SKILLS Standards, Measurement Criteria, and Core Actions

The Arizona Skill Standards Commission made up of business and industry and workforce development leaders worked with Arizona Department of Education during 2010-2011 to discuss needed workplace skills. The Commission conducted 11 focus groups throughout the state of Arizona to discuss workplace skills. The nine Arizona Workplace Employability Skills were agreed upon in Fall 2011 and in 2018 the Arizona Department of Education renamed the Arizona Workplace Employability Skills "Arizona Professional Skills."

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|-----|--|
| 1.0 | <p>COMPLEX COMMUNICATION: Employs complex communication * skills in a manner that adds to organizational productivity.</p> <p>*Complex Communication refers to the need to combine traditional communication skills with technical workplace content transmitted via rapidly evolving technologies to increasingly diverse audiences.</p> |
| 1.A | <p>Masters core communication skills for the workplace.</p> <ul style="list-style-type: none"> • Delivers content accurately • Persuades others • Uses communication style appropriate to audience and situation • Listens actively • Resolves conflicts |
| 1.B | <p>Communicates effectively in a diverse work environment.</p> <ul style="list-style-type: none"> • Communicates with diversity in mind |
| 1.C | <p>Uses technologies and social media for workplace communication.</p> <ul style="list-style-type: none"> • Exercises competence in using technology • Upholds the brand • Follows applicable laws and regulations • Matches technology to content |
| 1.D | <p>Foundational communication skill check points</p> <ul style="list-style-type: none"> ✓ Writes in languages required by employer ✓ Speaks in languages required by employer ✓ Demonstrates reading comprehension ✓ Presents with confidence ✓ Practices interpersonal skills ✓ Uses workplace technologies |
| 2.0 | <p>COLLABORATION: Collaborates, in person and virtually, to complete tasks aimed at organizational goals.</p> |
| 2.A | <p>Commits to achieving collective goals.</p> <ul style="list-style-type: none"> • Contributes personal strengths • Respects contributions of others • Contributes to an environment of collaboration • Ensures diversity in collaboration |
| 2.B | <p>Promotes an environment of trust.</p> <ul style="list-style-type: none"> • Builds team relationships • Takes responsibility for role on team • Manages information with sensitivity |
| 2.C | <p>Optimizes technology to collaborate with others.</p> <ul style="list-style-type: none"> • Adopts technology to promote collaboration |

ARIZONA PROFESSIONAL SKILLS
Standards, Measurement Criteria, and Core Actions

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| 3.0 | THINKING AND INNOVATION: Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions. |
| 3.A | Defines a problem in the workplace. <ul style="list-style-type: none"> • Describes • Diagnoses • Uses resources to define a problem |
| 3.B | Practices inquiry and reflection (I/R) to take action in the workplace. <ul style="list-style-type: none"> • Maintains an attitude of openness • Explores for deeper understanding • Uses resources for inquiry and reflection (I/R) • Evaluates self |
| 3.C | Takes action supported by evidence and reasoning to explain conclusions and accomplish work. <ul style="list-style-type: none"> • Composes a plan • Constructs a model (visual, symbolic, or linguistic) • Makes decisions • Uses tools strategically • Argues a case |
| 3.D | Transfers knowledge and skills from one work situation to another. <ul style="list-style-type: none"> • Builds capacity to transfer skills |
| 3.E | Creates/innovates to improve workplace productivity. <ul style="list-style-type: none"> • Builds capacity to create/innovate |
| 4.0 | PROFESSIONALISM: Conducts oneself in a professional manner appropriate to organizational expectations. |
| 4.A | Adheres to organizational protocol related to behavior, appearance, and communication. <ul style="list-style-type: none"> • Communicates with technical language • Communicates according to organizational standards • Satisfies customers ✓ Professionalism Preliminary Checklist |
| 4.B | Manages time in accordance with organizational expectations. <ul style="list-style-type: none"> • Uses time productively • Balances accuracy and speed • Organizes work for the allotted timeframe • Prioritizes tasks • Collaborates and works alone to deliver on time |
| 4.C | Represents the organization in a positive manner. <ul style="list-style-type: none"> • Communicates mission and position • Aligns with organizational values • Manages resources to benefit the organization • Communicates core values of the profession |
| 4.D | Performs assigned tasks with a “can do” attitude. <ul style="list-style-type: none"> • Performs work with a positive attitude |
| 4.E | Behaves in a way that distinguishes between personal and work-related matters. <ul style="list-style-type: none"> • Demonstrates respect for personal and professional boundaries |
| 4.F | Produces work that reflects professional pride. <ul style="list-style-type: none"> • Produces high quality work • Acts as a team member • Performs/produces with precision • Continues to develop skills and connections • Takes initiative to improve work |

ARIZONA PROFESSIONAL SKILLS
Standards, Measurement Criteria, and Core Actions

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| 5.0 | INITIATIVE AND SELF-DIRECTION: Exercises initiative and self-direction in the workplace. |
| 5.A | <p>Functions independently within the organizational structure.</p> <ul style="list-style-type: none"> • Performs necessary tasks • Strives to improve personal delivery of services • Improves personal performance/ behaviors continuously <p>✓ Initiative & Self-Direction Preliminary Checklist</p> |
| 5.B | <p>Adapts to changing conditions and expectations in the organization.</p> <ul style="list-style-type: none"> • Adjusts to change • Cooperates respectfully with colleagues • Maintains productivity |
| 5.C | <p>Pursues career advancement opportunities within an organization or field.</p> <ul style="list-style-type: none"> • Articulates requirements for job openings • Prepares for career advancement • Pursues formal learning opportunities • Builds learning relationships • Applies new resources |
| 5.D | <p>Generates innovative ideas, methods, or devices contributing to organizational resources and goals.</p> <ul style="list-style-type: none"> • Innovate to improve productivity • Recommends improvements on processes, products, services • Uses technology to increase productivity/profits |
| 5.E | <p>Exercises leadership in the workplace.</p> <ul style="list-style-type: none"> • Engages individual strengths • Manages work plans • Plans for unanticipated challenges • Pursues workplace solutions/improvements |
| 6.0 | INTERGENERATIONAL AND CROSS-CULTURAL COMPETENCE: Interacts effectively with different cultures and generations to achieve organizational mission, goals and objectives. |
| 6.A | <p>Uses relevant intergenerational and cross-cultural communication that creates cultural synergy in the workplace.</p> <ul style="list-style-type: none"> • Adapts communication style to engage diverse others • Adapts communication style to engage other generations <p>✓ Intergenerational & Cross-Cultural Competence Preliminary Checklist</p> |
| 6.B | <p>Contributes to an environment of acceptance and inclusion that enables different cultures and generations to work together.</p> <ul style="list-style-type: none"> • Demonstrates respect through interactions and behaviors • Addresses challenges with intergenerational and cross-cultural sensitivity • Celebrates achievements and contributions of diverse others • Functions comfortably in the global marketplace • Relies upon the wisdom and experience of others to accomplish work • Addresses intergenerational tensions |
| 6.C | <p>Respects generational differences related to the use of technology in the workplace.</p> <p>Selects from technological and non-technological methods/tools to communicate across generations</p> |

ARIZONA PROFESSIONAL SKILLS
Standards, Measurement Criteria, and Core Actions

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| 7.0 | <u>ORGANIZATIONAL CULTURE:</u> Functions effectively within an organizational culture. |
| 7.A | Navigates organizational structures and systems. <ul style="list-style-type: none"> Fits work performance to the organizational structure |
| 7.B | Embodies organizational values. <ul style="list-style-type: none"> Works in a manner that reflects organizational values |
| 7.C | Performs work that advances organizational growth and success. <ul style="list-style-type: none"> Contributes to organizational success |
| 8.0 | <u>LEGAL AND ETHICAL PRACTICES:</u> Observes laws, rules, and ethical practices in the workplace. |
| 8.A | Respects the organization's physical and intellectual property. <ul style="list-style-type: none"> Takes responsibility for the workplace Protects the organization's intellectual property |
| 8.B | Demonstrates loyalty to the organization, its mission, and resources. <ul style="list-style-type: none"> Demonstrates loyalty to the organization |
| 8.C | Maintains a safe work environment. <ul style="list-style-type: none"> Addresses harmful conditions in the workplace Follows procedure for reporting unsafe conditions Receives risk management training |
| 8.D | Adheres to the policies and procedures of the organization. <ul style="list-style-type: none"> Acts in accord with policies and procedures Acts in accord with legal and ethical practices Receives training in policies and procedures |
| 8.E | Adheres to applicable local, state, federal, and international laws and regulations. <ul style="list-style-type: none"> Applies required laws and regulations in the workplace Complies with employment laws Applies laws and regulations unique to the industry |
| 8.F | Takes responsibility for one's actions in the workplace. <ul style="list-style-type: none"> Prioritizes time Resolves own work problems and errors Takes responsibility for own communication |
| 8.G | Manages/uses resources for the good of the organization. <ul style="list-style-type: none"> Uses organization's resources prudently |
| 8.H | Acts with integrity (honest, reliable, and trustworthy.) <ul style="list-style-type: none"> Performs with honesty and reliability in a trustworthy manner |
| 8.I | Interacts respectfully with co-workers and customers. <ul style="list-style-type: none"> Handles information appropriately Works to create an equitable workplace |
| 9.0 | <u>FINANCIAL PRACTICES:</u> Applies knowledge of finances for the profitability and viability of the organization. |
| 9.A | Exercises prudence in personal finance as it relates to employment. <ul style="list-style-type: none"> Manages personal finances responsibly |
| 9.B | Articulates financial goals and strategies of the organization. <ul style="list-style-type: none"> Communicates organizational financial goals |
| 9.C | Contributes to organizational profitability through knowledge of finances. <ul style="list-style-type: none"> Acts prudently with organizational resources Maintains current knowledge of salary and benefits Relates work performance to company profitability |

I. Complex Communication: *Employs complex communication* skills in a manner that adds to organizational productivity.* [*Complex Communication refers to the need to combine traditional communication skills with technical workplace content transmitted via rapidly evolving technologies to increasingly diverse audiences.]

| Measurement Criteria and Core Actions | | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|---|--|---|---|---|--|
| I.A. MASTERS CORE COMMUNICATION SKILLS FOR THE WORKPLACE. | I.A.-a. Delivers content accurately | Conveys understanding of instructions in work to be performed, verbally and in writing. | Provides a message that is clear and concise, verbally and in writing. | Meets industry/organizational standards for technical communication, verbally and in writing, e.g., aligns communication to reflect organizational goals, describes technical content with precision, selects document and style as appropriate to situation, provides reports that are accurate in content and format. | Articulates concepts that are not easily understood, e.g., writes an article about advanced technical concepts, explains technical information to nontechnical staff. |
| | I.A.-b. Persuades others | Tests ideas with others, e.g., suggests a change in work plan, offers possible solution to a problem. | Presents ideas with confidence through voice inflection, pace, body language, gestures and tone. | Influences others to adopt point of view, change direction, and/or take action to achieve workplace goals, e.g., makes a sale, persuades supervisor to consider alternative action. | Adapts communication to integrate multiple viewpoints, styles, and approaches to content. |
| | I.A.-c. Uses communication style appropriate to audience and situation | Familiarizes oneself with workplace communication protocols, e.g., formats communications, learns the jargon of the job, trains in customer service, acclimates to various audiences (customers/clients). | Practices different styles of communication used by the industry/organization under supervision, e.g., determines when or when not to use workplace jargon, sets up a web page, writes letters to customers, rehearses for difficult phone conversations. | Communicates in a style that fits the audience and situation, e.g., manages difficult customer conversations in person/by phone rather than by email, prepares a PowerPoint presentation for investors, uses online survey tool for one age group and focus groups for another. | Recommends adjustments to communication protocols as a result of audience feedback, e.g., responds to consistent survey results, addresses problems with technology relative to a certain age group. |

I. Complex Communication: *Employs complex communication* skills in a manner that adds to organizational productivity.* [*Complex Communication refers to the need to combine traditional communication skills with technical workplace content transmitted via rapidly evolving technologies to increasingly diverse audiences.]

| Measurement Criteria and Core Actions | | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|---|--|---|---|--|---|
| I.A. MASTERS CORE COMMUNICATION SKILLS FOR THE WORKPLACE [CONT.]. | I.A.-d. Listens actively | Expresses interest, e.g., gives verbal and non-verbal cues such as eye contact, posture; asks questions; refrains from arguing or interrupting, puts down cell phone, relates ideas to personal experience. | Demonstrates understanding of the speaker's intent, e.g., restates key ideas, interprets instructions of supervisor correctly, clarifies customer complaints. | Responds after considering the perspective of another. | Practices active listening consistently. |
| | I.A.-e. Resolves conflicts | Identifies areas of agreement and disagreement. | Generates options for resolving conflict that focus on the issues rather than the personalities. | Negotiates compromise or agreement. | Identifies ways to prevent similar conflicts. |
| I.B. COMMUNICATES EFFECTIVELY IN A DIVERSE WORK ENVIRONMENT. | 1.B.-. Communicates with diversity in mind | Recognizes differences in communication style based on culture, generation, physical ability, and life/work experience. | Eliminates barriers to communication resulting from personal perspectives, assumptions, and preferences. | Communicates with sensitivity to people of different cultures, generations, physical ability, and life/work experience, e.g., uses metaphors with sensitivity, uses culturally neutral language, avoids generational jargon. | Assists others in adhering to workplace policies regarding diversity. |
| I.C. USES TECHNOLOGIES AND SOCIAL MEDIA FOR WORKPLACE COMMUNICATION. | I.C.-a. Exercises competence in using technology | Uses prescribed communication tools. | Selects a variety of tools to communicate and document in the workplace, e.g., chooses between voicemail, email, and texting; decides on a conference call over video conferencing; gets message out over Facebook, web, and video uploads, uses drop box on a project instead of the internal file system to allow consultants access. | Integrates new technologies with existing technologies to improve internal and external communication, e.g., engineer works with colleagues in online workspaces; reporter uses new iPhone to instantly upload photos and stories to a news site; retailer sets up a Facebook page for more direct customer contact. | Introduces new technologies for communication, e.g., uses technology to manage remote work teams, provides online training. |

I. Complex Communication: *Employs complex communication* skills in a manner that adds to organizational productivity.* [*Complex Communication refers to the need to combine traditional communication skills with technical workplace content transmitted via rapidly evolving technologies to increasingly diverse audiences.]

| Measurement Criteria and Core Actions | | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|--|---|---|--|--|---|
| I.C. USES TECHNOLOGIES AND SOCIAL MEDIA FOR WORKPLACE COMMUNICATION [CONT.] | I.C.-b. Upholds the brand | Follows policies regarding organizational brand and style. | Maintains organizational brand and style in all varieties of online communication, e.g., social media, email, website. | Projects an online professional persona that promotes organizational objectives. | Recommends strategies to develop organization's online presence. |
| | I.C.-c. Follows applicable laws and regulations | Apprises oneself of laws and regulations regarding use of technology for communication. | Seeks guidance from supervisor when unclear about laws and regulations regarding use of technology for communication. | Complies with laws and regulations regarding use of technology for communication. | Trains others about laws and regulations regarding use of technology for communication. |
| | I.C.-d. Matches technology to content | Familiarizes oneself with the capabilities of technologies available in the workplace, e.g., maintains up to date awareness of social media trends. | Tests delivery of content with various technologies, under supervision, e.g., creates project webpages. | Selects technologies to match the content and purpose of the communication, e.g., distributes coupons on the website, contacts customers via Facebook, obtains feedback through Survey Monkey. | Recommends new technologies to communicate organizational content and purpose, e.g., suggests new technologies for purchase. |
| FOUNDATIONAL COMMUNICATION SKILLS | | <p>Writes in languages required by employer:</p> <ul style="list-style-type: none"> ✓ Uses correct grammar ✓ Checks spelling ✓ Uses standard punctuation, style for industry <p>Demonstrates reading comprehension:</p> <ul style="list-style-type: none"> ✓ Expresses purpose ✓ Summarizes content ✓ Uses reference materials ✓ Discerns fact from opinion ✓ Identifies information to complete work tasks ✓ Recaps instructions, e.g., step by step, maps, forms, schedules, etc. ✓ Compares references | | | <p>Speaks in languages required by employer:</p> <ul style="list-style-type: none"> ✓ Uses proper forms of address with supervisor, customers, etc. ✓ Uses correct grammar and pronunciation ✓ Shows familiarity with technical nomenclature ✓ Monitors volume, clarity, and pace of speech <p>Presents with confidence:</p> <ul style="list-style-type: none"> ✓ Organizes content with attention to purpose, logic, length, accuracy, fact and opinion, etc. ✓ Prepares approach to target audience ✓ Practices delivery (tone, pace, volume, enunciation, style) ✓ Observes verbal/nonverbal cues of audience ✓ Responds positively to questions and feedback |

I. Complex Communication: *Employs complex communication* skills in a manner that adds to organizational productivity.* [*Complex Communication refers to the need to combine traditional communication skills with technical workplace content transmitted via rapidly evolving technologies to increasingly diverse audiences.]

| | | |
|---|---|--|
| <p>FOUNDATIONAL COMMUNICATION SKILLS</p> | <p>Practices interpersonal skills:</p> <ul style="list-style-type: none"> ✓ Practices sensitivity regarding nonverbal cues, e.g., eye contact, gestures, and personal space ✓ Gauges listener's understanding by observing verbal/nonverbal cues ✓ Responds to feedback, questions, critique, and praise in a positive manner ✓ Balances assertiveness with active listening skills. ✓ Maintains a demeanor of courtesy, tact, friendliness, and respect ✓ Respects the rights and property of others in the workplace. <p>Uses workplace technologies:</p> <ul style="list-style-type: none"> ✓ Familiarizes oneself with communication tools, e.g., web-based, email, social media. ✓ Creates online profile in accordance with company protocol, e.g., bio, blog. ✓ Shows understanding of organizational data safety protocols. ✓ Uses social media in accordance with organizational guidelines, e.g., doesn't talk about the company or use company logo on personal Facebook page. | |
|---|---|--|

II. Collaboration: *Collaborates, in person and virtually, to complete tasks aimed at organizational goals.*

| Measurement Criteria and Core Actions | | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|---|--|--|---|--|---|
| II.A. COMMITS TO ACHIEVING COLLECTIVE GOALS. | II.A.-a. Contributes personal strengths | II.A.1.a. Articulates personal skills, strengths, and limitations in the workplace to team members. | II.A.2.a. Assumes a role that exercises personal skills and strengths, e.g., manages project timeline instead of handling cold calls. | II.A.3.a. Adjusts contributions to strengthen the capacity of the team, i.e., recognizes better positioning of personal skills to meet team goals, works ahead instead of working to deadline; voices opinions in meetings rather than by email. | II.A.4.a. Designs team to take advantage of each members' skills and strengths, i.e., capitalizes on strengths of team. |
| | II.A.-b. Respects contributions of others | II.A.1.b. Acts with receptivity to ideas and perspectives of others. | II.A.2.b. Explores ideas of others to understand more fully how they contribute to the team's goal, e.g., asks specific questions, tests an application. | II.A.3.b. Validates the ideas of others to advance the team's goal, e.g., alters a floor plan to incorporate someone else's suggestions, uses a variation on a team member's marketing strategy to reach a new audience. | II.A.4.b. Assumes shared ownership and responsibility for the success of the ideas of others. |
| | II.A.-c. Contributes to an environment for collaboration | II.A.1.c. Adheres to agreed upon team norms and protocols, e.g., honors communication structure, observes limits of role on team, meets deadlines, follows decision-making guidelines. | II.A.2.c. Holds self and others accountable for progress toward goals, e.g., identifies need for improvement, acknowledges failure, recognizes when it is time to move on to the next task. | II.A.3.c. Works toward consensus to achieve team goals, e.g., welcomes an open exchange of ideas, does not judge or censor, relies on strengths of team members, communicates information in a way that's compatible with different decision-making styles. | II.A.4.c. Proposes processes to advance collective work, e.g., drafts guidelines for collaborative work, recommends exercises to enhance innovative thinking as a team. |
| | II.A.-d. Ensures diversity in collaboration | II.A.1.d. Accepts cultural and generational differences on the team. | II.A.2.d. Seeks to understand diverse perspectives of others on the team, e.g., asks clarifying questions, recognizes when different interpretations are creating conflict. | II.A.3.d. Adapts work behaviors to be inclusive of diverse team members, e.g., selects meeting place to accommodate a wheel chair; postpones a critical meeting due to a team member's religious holiday; schedules team tasks to respect all scheduling needs; includes texting as a communication protocol for the team, uses influence to benefit the team rather than compete with the team. | II.A.4.d. Assembles teams that represent the diversity in the workplace, e.g., accesses differences in skills and knowledge, leverages varying perspectives due to factors such as disability, ethnicity, generation. |

II. Collaboration: *Collaborates, in person and virtually, to complete tasks aimed at organizational goals.*

| Measurement Criteria and Core Actions | | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|---|--|---|--|---|---|
| II. B. PROMOTES AN ENVIRONMENT OF TRUST | II.B.-a. Builds team relationships | II.B.1.a. Approaches other team members with acceptance and honesty , e.g., uses active listening, maintains a demeanor of courtesy, tact, friendliness, and respect; extends/ accepts compliments; expresses/receives empathy; avoids gossip. | II.B.2.a. Finds common ground with team members , e.g., exchanges life experiences to build interpersonal connections, shows willingness to accept team decisions, looks for ways to ease conflicts on the team, apologizes for negative behaviors. | II.B.3.a. Acknowledges the value of each team member , e.g., shares recognition for work, encourages feedback about work, respects contributions of others. | II.B.4.a. Guides development of the team , e.g., pairing team members for specific tasks, identifying responsibilities by cuing into strengths and skills. |
| | II.B.-b. Takes responsibility for role on team | II.B.1.b. Accepts obligations associated with role on team , e.g., participates in goal setting, meets deadlines toward goals and milestones, attends meetings, follows through on commitments. | II.B.2.b. Shares responsibility with team members to meet commitments , e.g., offers assistance to others upon completion of own work, accepts expert help from others, shares resources. | II.B.3.b. Takes responsibility for quality and consistency of own work , e.g., produces work of similar quality with regularity, brings personal errors to the attention of the team, acts with transparency regarding contributions to team commitments, provides clarification and documentation for work. | II.B.4.b. Integrates teams for broader goals of the workplace. |
| | II.B.-c. Manages information with sensitivity | II.B.1.c. Follows protocols and procedures for team/organizational communication , e.g., follows team/organizational team communication protocols, adheres to confidentiality policies, reports information with accuracy. | II.B.2.c. Shares specific information with the appropriate audience , e.g., maintains confidentiality about a project or colleague, reports relevant information to team members. | II.B.3.c. Uses information judiciously, considering sensitivity and purpose. | II.B.4.c. Designs processes to protect and disseminate information in the workplace. |

II. Collaboration: *Collaborates, in person and virtually, to complete tasks aimed at organizational goals.*

| Measurement Criteria and Core Actions | | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|--|--|--|--|---|---|
| II.C. OPTIMIZES TECHNOLOGY TO COLLABORATE WITH OTHERS. | II.C.-. Adopts technology to promote collaboration | II.C.1. Explores collaborative technology tools used in the workplace, e.g., web conferencing, Dropbox, Skype, CrossLoop, etc. | II.C.2. Uses collaborative technologies selected by team to meet collective goals, e.g., verifies status of work, communicates over distance in real time, works in an online environment to edit documents. | II.C.3. Selects technologies to match the profile of the team and the purpose of the collaboration, e.g., connects geographically distributed work group for a video conference; allows distant coworkers to see and edit the same document at the same time. | II.C.4. Evaluates applicability of emerging technologies for collaboration. |

III. Thinking & Innovation: *Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions.*

| Measurement Criteria and Core Actions | | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|---|---|--|--|---|--|
| III.A. DEFINES A PROBLEM IN THE WORKPLACE. | III.A.-.a. Describes | III.A.1.a. Recognizes a problem while it occurs. | III.A.2.a. Provides a general description of the problem. | III.A.3.a. Articulates the problem or opportunity with specificity, taking all factors into account. | III.A.4.a. Persuades others that problem is described accurately. |
| | III.A.-.b. Diagnoses | III.A.1.b. Detects non-routine incidents or situations. | III.A.2.b. Explores potential causes of incident or situation, e.g., runs tests to collect more data, reviews operational manuals. | III.A.3.b. Analyzes evidence to determine cause of incident or situation, e.g., connects similar situations to issue, recognizes anomalies in the data. | III.A.4.b. Intuits (expert deduction) cause of incident or situation, e.g., diagnoses problem when system says it is fine; does not rely on automation. |
| | III.A.-.c. Uses resources to define a problem | III.A.1.c. Uses available technology, tools, and approaches to collect data. | III.A.2.c. Searches for new technology, tools, and approaches to collect and process data. | III.A.3.c. Applies new technology, tools, and approaches with conventional wisdom synthesized from multiple resources to define a workplace problem. | III.A.4.c. Creates new technology, tools, approaches to collect and synthesize data. |
| III.B. PRACTICES INQUIRY AND REFLECTION (I/R) TO TAKE ACTION IN THE WORKPLACE. | III.B.-.a. Maintains attitude of openness | III.B.1.a. Expresses curiosity about the entire work environment, e.g., asks questions about workplace practices, the field/industry, and the work at hand. | III.B.2.a. Seeks multiple viewpoints for processing one's work, e.g., learns from novices as well as experts, reads industry articles, asks for explanation of opposing opinions. | III.B.3.a. Requests constructive criticism of one's work, i.e., accepts challenges to one's own understanding, knowledge; considers improvements for next iteration of a project or product. | III.B.4.a. Interacts with others to improve workplace I/R practices and procedures. |
| | III.B.1.b. Explores for deeper understanding | III.B.2.b. Inquires into specific aspects of workplace practices, the field/industry, and the work at hand. | III.B.3.b. Seeks rationale behind workplace practices and policies, i.e., the reason things are done in one way rather than another. | III.B.3.b. Adjusts work behaviors to demonstrate deeper understanding of workplace practices and policies. | III.B.4.b. Evaluates workplace practices in light of impact on the organization, e.g., relates to policies and procedures. |

III. Thinking & Innovation: *Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions.*

| Measurement Criteria and Core Actions | | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|--|--|--|--|--|---|
| III.B. PRACTICES INQUIRY AND REFLECTION (I/R) TO TAKE ACTION IN THE WORKPLACE (CONTINUED). | III.B.-c. Uses resources for I/R | III.B.1.c. Identifies resources for I/R , e.g., industry events and organizations (trade shows, roundtable discussions, sensitivity training); industry-related articles; industry technology trends. | III.B.2.c. Selects resources for I/R , e.g., seeks continuing education opportunities; reads divergent & unrelated materials (to one's field) to make intellectual connections. | III.B.3.c. Integrates resources into ongoing I/R practices , e.g. relates new learning to workplace events and current work; incorporates informal learning into job, such as coffee breaks, lunch. | III.B.4.c. Ensures I/R resources are available to others in the workplace , e.g., reports, newsletters, workshops. |
| | III.B.-d. Evaluates self | III.B.1.d. Describes activities performed to meet job expectations , e.g., states what was done to meet timelines. | III.B.2.d. Conducts self-assessment , e.g., gathers input on work performance from supervisor and customers; identifies gaps in personal skills. | III.B.3.d. Implements a self-improvement plan. | III.B.4.d. Incorporates practices for continuous improvement. |
| III.C. TAKES ACTION SUPPORTED BY EVIDENCE AND REASONING TO EXPLAIN CONCLUSIONS AND ACCOMPLISH WORK. | III.C.-a. Composes a plan | III.C.1.a. Clarifies the problem or opportunity that requires a course of action. | III.C.2.a. Proposes possible courses of action to address the problem or opportunity, taking into account existing solutions. | III.C.3.a. Selects a course of action after assessing potential alternatives. | III.C.4.a. Establishes a process for planning in the workplace , e.g., template, procedure, process map. |
| | III.C.-b. Constructs a model (visual, symbolic, or linguistic) | III.C.1.b. Identifies factors/patterns related to the problem or opportunity in the work environment , e.g., a chef is missing one ingredient but has extra of another; a retail sales person is overwhelmed with customers and needs a quick solution; an auto tech's diagnostic equipment is not working. | III.C.2.b. Provides a model (visual, symbolic, or linguistic representation) of the key factors/patterns in the problem or opportunity , e.g., creates a diagram, flow chart, map, software program, outlines a recipe, SWAT team diagrams a situation. | III.C.3.b. Uses the model to propose solutions to the problem or opportunity , e.g., changing the recipe, developing a new software, adjusting pattern of work flow. | III.C.4.b. Transfers model to other applications in the workplace. |

III. Thinking & Innovation: *Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions.*

| Measurement Criteria and Core Actions | | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|---|---|--|--|---|--|
| III.C. TAKES ACTION SUPPORTED BY EVIDENCE AND REASONING TO EXPLAIN CONCLUSIONS AND ACCOMPLISH WORK (CONTINUED). | III.C.-.c. Makes decisions | III.C.1.c. Responds only to information in the immediate environment when taking action, i.e., takes the problem or opportunity at face value. | III.C.2.c. Considers multiple sources of information before taking action, e.g., reviews company policies, consults resources on hand, calculates time-on-task required, compares similar problems /opportunities. | III.C.3.c. Acts in a timely manner after evaluating sufficiency and relevance of information and potential consequences. | III.C.4.c. Evaluates consequences of decision on the organization, e.g., checks against policies and procedures. |
| | III.C.-.d. Uses tools strategically | III.C.1.d. Uses tools designated for workplace tasks. | III.C.2.d. Develops knowledge of the strengths and weaknesses of various approaches, tools, and strategies for analyzing problems and opportunities in the workplace, e.g., divergent/convergent thinking exercises, computational modeling, visual mapping. | III.C.3.d. Matches approaches, tools, and strategies to workplace problems and opportunities to optimize productivity. | III.C.4.d. Creates tools, approaches, and strategies to accomplish work. |
| | III.C.-.e. Argues a case | III.C.1.e. Documents data, patterns, and research needed to support an argument. | III.C.2.e. Analyzes information and context to construct an argument. | III.C.3.e. Makes a well-reasoned case: drawing upon evidence, knowledge of patterns, research, understanding of audience, and connections made to prior experience, e.g., report, presentation. | III.C.4.e. Anticipates challenges to an argument. |
| III.D. TRANSFERS KNOWLEDGE AND SKILLS FROM ONE WORK SITUATION TO ANOTHER. | III.D.-. Builds capacity to transfer skills | III.D.1. Recognizes skills and knowledge required in a new work situation. | III.D.2. Compares repertoire of skills and knowledge used in current work situation to the requirements of a new work situation. | III.D.3. Applies skills and knowledge to a new work situation. | III.D.4. Analyzes commonalities (patterns) in skills required for different work situation. |

III. Thinking & Innovation: *Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions.*

| Measurement Criteria and Core Actions | | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|---|---|--|---|---|---|
| III.E. CREATES/INNOVATES TO IMPROVE WORKPLACE PRODUCTIVITY. | III.E.-. Builds capacity to create/innovate | III.E.1. Selects familiar approaches to address workplace challenges. | III.E.2. Proposes multiple approaches to address workplace challenges, e.g., uses a variety of creative processes. | III.E.3. Generates alternative solutions and ideas to address workplace challenges, e.g. looks past established boundaries/patterns. | III.E.4. Builds a culture for innovation in the workplace. |

IV. Professionalism: *Conducts oneself in a professional manner appropriate to organizational expectations.*

| Measurement Criterion | Preliminary Checklist | Core Actions | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|--|---|--|---|---|---|--|
| IV.A. ADHERES TO ORGANIZATIONAL PROTOCOL RELATED TO BEHAVIOR, APPEARANCE, AND COMMUNICATION. | IV.A.P. Present/Not Present: ✓ Dresses appropriately for the occasion, following company dress code. ✓ Maintains personal hygiene within prescribed guidelines, e.g., piercings, body art, cologne, artificial nails in hospitals. ✓ Practices civility in the workplace, e.g., respectful, courteous, tolerant. ✓ Respects the personal space of other workers. ✓ Adheres to organizational policies regarding customer, client confidentiality. ✓ Maintains organizational confidentiality regarding proprietary knowledge, intellectual property. ✓ Adheres to organizational policy regarding tools for electronic communication, e.g., email, phone, texting, social media. | IV.A.-.a. Communicates with technical language | IV.A.1.a. Uses technical language specific to one's occupation. | IV.A.2.a. Communicates technical information to colleagues in order to maintain flow of work. | IV.A.3.a. Explains technical language (concepts/terms) to those unfamiliar with the field. | IV.A.4.a. Communicates intended messages to various audiences. |
| | | IV.A.-.b. Communicates according to organizational standards | IV.A.1.b. Demonstrates accepted standards of business communication: written, oral, and electronic. | IV.A.2.b. Communicates as necessary to perform routine tasks and solve problems specific to one's role/job within the organization, e.g. shipping clerk, lab assistant, manufacturing technician. | IV.A.3.b. Communicates problems, concerns, and issues in accordance with organizational policy. | IV.A.4.b. Shapes organizational policy to address communication needs of the organization. |
| | | IV.A.-.c. Satisfies customers | IV.A.1.c. Serves internal and external customers with respect. | IV.A.2.c. Interacts with customers to achieve customer satisfaction. | IV.A.3.c. Engages customers in a manner that reflects company values, policies, and practices. | IV.A.4.c. Models effective customer service practices to coworkers. |

IV. Professionalism: Conducts oneself in a professional manner appropriate to organizational expectations.

| Measurement Criterion | Preliminary Checklist | Core Actions | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|--|-----------------------|--|--|--|--|--|
| IV.B. MANAGES TIME IN ACCORDANCE WITH ORGANIZATIONAL EXPECTATIONS. | | IV.B.-a. Uses time productively | IV.B.1.a. Arrives to work on time. | IV.B.2.a. Completes tasks to meet deadlines. | IV.B.3.a. Combines tasks to increase productivity. | IV.B.4.a. Performs complex tasks with automaticity ("in the zone"). |
| | | IV.B.-b. Balances accuracy and speed | IV.B.1.b. Begins work at scheduled time. | IV.B.2.b. Remains productive during designated work time. | IV.B.3.b. Produces work with a balance of speed and accuracy. | IV.B.4.b. Performs with precision under pressure of time. |
| | | IV.B.-c. Organizes work for the allotted timeframe | IV.B.1.c. Follows supervisor's directions regarding use of time. | IV.B.2.c. Allocates appropriate time to complete tasks. | IV.B.3.c. Organizes tasks and projects to completion within prescribed timeframe. | IV.B.4.c. Designs work plan for team. |
| | | IV.B.-d. Prioritizes tasks | IV.B.1.d. Maintains focus on work tasks. | IV.B.2.d. Differentiates between high and low priority tasks. | IV.B.3.d. Adjusts priorities to meet emergencies. | IV.B.4.d. Builds contingency plans for potential emergencies. |
| | | IV.B.-e. Collaborates and works alone to deliver on time | IV.B.1.e. Seeks help as needed. | IV.B.2.e. Works on tasks independently. | IV.B.3.e. Collaborates to complete tasks and deliverables within designated timeline. | IV.B.4.e. Coordinates team to produce deliverables on time. |
| IV.C. REPRESENTS THE ORGANIZATION IN A POSITIVE MANNER. | | IV.C.-a. Communicates mission and position | IV.C.1.a. Describes job. | IV.C.2.a. Describes role in organization. | IV.C.3.a. Articulates the mission of the organization. | IV.C.4.a. Develops key messages describing organization mission and goals. |
| | | IV.C.-b. Aligns with organizational values | IV.C.1.b. Speaks positively about the organization at formal and informal occasions. | IV.C.2.b. Articulates organizational values. | IV.C.3.b. Demonstrates organizational values. | IV.C.4.b. Embodies organizational values. |
| | | IV.C.-c. Manages resources to benefit the organization | IV.C.1.c. Recognizes impact of waste on reputation of the organization. | IV.C.2.c. Minimizes waste of resources to preserve organization's reputation in the community. | IV.C.3.c. Manages use of resources to preserve organization's reputation in the community. | IV.C.4.c. Maximizes use of resources for good of community. |

IV. Professionalism: Conducts oneself in a professional manner appropriate to organizational expectations.

| Measurement Criterion | Preliminary Checklist | Core Actions | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|---|-----------------------|--|---|--|--|---|
| IV.C. REPRESENTS THE ORGANIZATION IN A POSITIVE MANNER (CONTINUED). | | IV.C.-.d. Communicates core values of the profession | IV.C.1.d. Recognizes core values of one's specific profession. | IV.C.2.d. Describes core values of one's specific profession. | IV.C.3.d. Demonstrates the core values of one's specific profession, e.g., nurse, doctor, lawyer, social worker, teacher. | IV.C.4.d. Embodies the core values of one's specific profession, e.g., nurse, doctor, lawyer, social worker, teacher. |
| IV.D. PERFORMS ASSIGNED TASKS WITH A "CAN DO" ATTITUDE. | | IV.D.-. Performs work with a positive attitude | IV.D.1.a. Accepts assignments with enthusiasm: <ul style="list-style-type: none"> ✓ Practices active listening. ✓ Suspends judgment until assignment is fully defined. ✓ Engages in discussion with supervisor about the assigned work, e.g., asks questions to clarify the assignment. ✓ Displays positive body language when assigned task in eye contact, posture, gesture. ✓ Uses positive language and tone of voice in interactions about assigned task with supervisor or colleagues. | IV.D.2.a. Approaches assignments with a sense of purpose: <ul style="list-style-type: none"> ✓ Plans for assignments immediately. ✓ Adjusts work routine to accommodate changes in assignment. ✓ Reprioritizes current work/deadlines immediately. ✓ Seeks help as needed. ✓ Cooperates with supervisor/colleagues in the completion of assigned tasks. ✓ Accepts tasks outside of job description/ current assignments. | IV.D.3.a. Does what it takes to get the job done: <ul style="list-style-type: none"> ✓ Accepts tasks outside of comfort zone. ✓ Develops processes that draw upon one's expertise/experience to accomplish assignment. ✓ Takes on, voluntarily, additional and/or unanticipated tasks related to the assignment. ✓ Completes tasks despite resource constraints, e.g., other people, time, information, materials. | IV.D.4.a. Expresses passion for one's work: <ul style="list-style-type: none"> ✓ Performs unassigned tasks without being told. ✓ Performs tasks not specified in one's job description that support the organization's mission and goals. ✓ Engages in activities for the good of the organization, e.g., work teams, committees, community service. |

IV. Professionalism: *Conducts oneself in a professional manner appropriate to organizational expectations.*

| Measurement Criterion | Preliminary Checklist | Core Actions | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|--|-----------------------|---|--|---|--|--|
| IV.E. BEHAVES IN A WAY THAT DISTINGUISHES BETWEEN PERSONAL AND WORK-RELATED MATTERS. | | IV.E.-. Demonstrates respect for personal and professional boundaries | <p>IV.E.1.a. Follows guidelines and expectations that define boundaries between personal and work-related behaviors:</p> <ul style="list-style-type: none"> ✓ Conducts personal business outside of work time. ✓ Avoids sharing personal details with client/ customer. ✓ Adheres to privacy laws relevant to organization. ✓ Uses equipment, technology, and resources according to organizational protocol, guidelines. ✓ Addresses colleagues, supervisors, and customers according to organizational culture. ✓ Avoids rumor, innuendo, personal judgment that impacts negatively on the organization. ✓ Refrains from sharing confidential organizational information. | IV.E.2.a. Integrates into daily work habits organizational policy regarding separation of personal and professional behavior. | IV.E.3.a. Practices personal and professional boundaries consistently in situations both specified and not specified by organizational policy. | IV.E.4.a. Inspires others to act professionally. |

IV. Professionalism: *Conducts oneself in a professional manner appropriate to organizational expectations.*

| Measurement Criterion | Preliminary Checklist | Core Actions | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|---|-----------------------|--|--|--|---|---|
| IV.F. PRODUCES WORK THAT REFLECTS PROFESSIONAL PRIDE. | | IV.F.-a. Produces high quality work | IV.F.1.a. Recognizes characteristics of high quality work, e.g. detail, precision, depth. | IV.F.2.a. Connects quality of one's work to one's professional identity. | IV.F.3.a. Demonstrates mastery of skills in the detail, precision, depth required of one's profession to produce high quality work. | IV.F.4.a. Establishes professional identity through consistent high quality work. |
| | | IV.F.-b. Acts as a team member | IV.F.1.b. Contributes to the success of the team. | IV.F.2.b. Celebrates individual and team accomplishments. | IV.F.3.b. Shares/disseminates individual and team accomplishments. | IV.F.4.b. Produces work that inspires others to excel. |
| | | IV.F.-c. Performs/produces with precision | IV.F.1.c. Invites criticism to improve work/products. | IV.F.2.c. Attends to all details of work/products. | IV.F.3.c. Performs tasks in a manner that meets required levels of precision within the scope of work, e.g., calibrating machines. | IV.F.4.c. Produces distinguished work/products. |
| | | IV.F.-d. Continues to develop skills and connections | IV.F.1.d. Identifies with individuals and organizations that set standards for the profession. | IV.F.2.d. Participates in professional development activities. | IV.F.3.d. Builds professional skills and relationships on an ongoing basis. | IV.F.4.d. Obtains additional certifications, licenses, or credentials. |
| | | IV.F.-e. Takes initiative to improve work | IV.F.1.e. Takes personal initiative within the scope of work. | IV.F.2.e. Incorporates suggestions and criticisms to improve work/product. | IV.F.3.e. Refines finished products to meet or exceed organizational standards. | IV.F.4.e. Demonstrates personal initiative without needing recognition or reward. |

V. Initiative and Self-Direction: *Exercises initiative and self-direction in the workplace.*

| Measurement Criterion | Preliminary Checklist | Core Actions | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|--|--|--|---|--|---|--|
| V.A. FUNCTIONS INDEPENDENTLY WITHIN THE ORGANIZATIONAL STRUCTURE. | V.A.P. ✓ Cleans up at end of day/maintains work environment. ✓ Insures that all safety checks are complete. ✓ Documents actions performed, e.g., nurse changing shifts, auto mechanic. | V.A.-.a. Performs necessary tasks | V.A.1.a. Performs job assignments independently. | V.A.2.a. Volunteers for additional work assignments. | V.A.3.a. Performs unassigned tasks needed to complete the work within boundaries defined by employer. | V.A.4.a. Engages in activities for good of organization outside scope of practice, e.g., organizes community service events. |
| | | V.A.-.b. Strives to improve personal delivery of services | V.A.1.b. Meets organizational goal for customer satisfaction, e.g., greets customers. | V.A.2.b. Offers additional service to customers. | V.A.3.b. Adjusts delivery of service based on customer feedback. | V.A.4.b. Proposes new policies to improve customer satisfaction rating. |
| | | V.A.-.c. Improves personal performance/ behaviors continuously | V.A.1.c. Demonstrates focus and drive for results. | V.A.2.c. Monitors personal performance and behaviors in the workplace. | V.A.3.c. Adjusts personal performance and behaviors to meet work requirements and for continuous improvement. | V.A.4.c. Seeks 360 degree input, e.g., performance feedback from supervisors, colleagues, customers. |
| V.B. ADAPTS TO CHANGING CONDITIONS AND EXPECTATIONS IN THE ORGANIZATION. | | V.B.-.a. Adjusts to change | V.B.1.a. Identifies impact of changed conditions on personal job. | V.B.2.a. Maintains focus on positive benefits of change rather than the change itself. | V.B.3.a. Aligns personal behavior and job performance to changed conditions. | V.B.4.a. Assesses the effect of organizational change on personal and professional values. |
| | | V.B.-.b. Cooperates respectfully with colleagues | V.B.1.b. Acknowledges that changing work conditions affect self and others. | V.B.2.b. Treats colleagues with respect under stressful conditions. | V.B.3.b. Fosters an environment of collaboration/cooperation within the organization during times of change. | V.B.4.b. Recommends strategies for reducing workplace stress during times of change. |
| | | V.B.-.c. Maintains productivity | V.B.1.c. Identifies resources and tools necessary to meet changed conditions. | V.B.2.c. Completes training in order to meet new conditions. | V.B.3.c. Maintains productivity in times of organizational uncertainty. | V.B.4.c. Evaluates external changes for potential impact on the organization. |
| V.C. PURSUES CAREER ADVANCEMENT OPPORTUNITIES WITHIN AN ORGANIZATION OR FIELD. | | V.C.-.a. Articulates requirements for job openings | V.C.1.a. Tracks job openings. | V.C.2.a. Compares job openings. | V.C.3.a. Evaluates conditions/parameters of job openings. | V.C.4.a. Composes job descriptions. |

V. Initiative and Self-Direction: *Exercises initiative and self-direction in the workplace.*

| Measurement Criterion | Preliminary Checklist | Core Actions | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|--|-----------------------|---|--|--|--|---|
| V.C. PURSUES CAREER ADVANCEMENT OPPORTUNITIES WITHIN AN ORGANIZATION OR FIELD (CONTINUED). | | V.C.-.b. Prepares for career advancement | V.C.1.b. Conducts self-assessment of knowledge, skills, and behaviors in relation to long-term career goals. | V.C.2.b. Develops a learning plan aligned to career advancement goals. | V.C.3.b. Pursues job openings within organization or field that align with career goals when applicable. | V.C.4.b. Adjusts career goals to meet changing interests and opportunities. |
| | | V.C.-.c. Pursues formal learning opportunities | V.C.1.c. Enrolls in trainings that are aligned to organizational goals, both web-based and on site. | V.C.2.c. Participates in organizational programs for career advancement, e.g., tuition benefit assistance. | V.C.3.c. Obtains additional certifications where available. | V.C.4.c. Persists to achieve career goals, e.g., builds resume, continues education. |
| | | V.C.-.d. Builds learning relationships | V.C.1.d. Seeks mentors and role models for career guidance. | V.C.2.d. Shares information and informal learning opportunities in the workplace with colleagues. | V.C.3.d. Builds learning relationships with colleagues and fellow workers in the field. | V.C.4.d. Requests expert assistance from colleagues. |
| | | V.C.-.e. Applies new resources | V.C.1.e. Familiarizes oneself with new resources, e.g., learns to operate new equipment, trains on new software. | V.C.2.e. Demonstrates skill development with new resources. | V.C.3.e. Masters new resources to promote self in organization. | V.C.4.e. Develops new resources. |
| V.D. GENERATES INNOVATIVE IDEAS, METHODS, OR DEVICES CONTRIBUTING TO ORGANIZATIONAL RESOURCES AND GOALS. | | V.D.-.a. Innovates to improve productivity | V.D.1.a. Asks questions of supervisor to clarify assignments. | V.D.2.a. Investigates alternative resources to complete assignment, e.g., internet, industry journals. | V.D.3.a. Connects new ideas to the work at hand within parameters/ approvals set by organization. | V.D.4.a. Develops a plan to increase productivity based on research, e.g., analysis of organizational data. |
| | | V.D.-.b. Recommends improvements on processes, products, services | V.D.1.b. Examines rationale for methods and devices used in the workplace. | V.D.2.b. Identifies problems and inefficiencies in the workplace. | V.D.3.b. Recommends ways to complete a process, improve products and services, e.g., timesaving, cost-effective, less labor intensive. | V.D.4.b. Diagnoses needs of organization, e.g., operational assessment. |

V. Initiative and Self-Direction: *Exercises initiative and self-direction in the workplace.*

| Measurement Criterion | Preliminary Checklist | Core Actions | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|--|-----------------------|---|--|---|--|--|
| V.D. GENERATES INNOVATIVE IDEAS, METHODS, OR DEVICES CONTRIBUTING TO ORGANIZATIONAL RESOURCES AND GOALS (CONTINUED). | | V.D.-.c. Uses technology to increase productivity/profits | V.D.1.c. Investigates resources or opportunities using technology tools and software applications. | V.D.2.c. Experiments with tools, processes, or ideas uncovered from research in order to solve a problem. | V.D.3.c. Applies evidence drawn from technology to support or improve methods. | V.D.4.c. Produces information that results in increased assets, e.g., intellectual property, devices, products, processes, or methods. |
| V.E. EXERCISES LEADERSHIP IN THE WORKPLACE. | | V.E.-.a. Engages individual strengths | V.E.1.a. Articulates how strengths of self and others contribute to the organization. | V.E.2.a. Draws upon the strengths of self and others to accomplish work. | V.E.3.a. Inspires team and colleagues to accomplish the work. | V.E.4.a. Mentors others. |
| | | V.E.-.b. Manages work plans | V.E.1.b. Prioritizes tasks and activities. | V.E.2.b. Creates a work plan that identifies roles, tasks, timeline. | V.E.3.b. Implements a work plan. | V.E.4.b. Develops strategic and tactical plans. |
| | | V.E.-.c. Plans for unanticipated challenges | V.E.1.c. Articulates requirements for workflow. | V.E.2.c. Plans for anticipated interruptions to one's workflow, e.g., plans for vacations, holidays; identifies resources available to fill gaps in workflow. | V.E.3.c. Plans for unanticipated changes to workflow, e.g., family sick leave, maternity leave, issues with tools, people. | V.E.4.c. Monitors business flow to ensure planned outcomes. |
| | | V.E.-.d. Pursues workplace solutions/improvements | V.E.1.d. Identifies problems and inefficiencies in the workplace. | V.E.2.d. Proposes solutions and improvements. | V.E.3.d. Recommends more effective ways to complete a process, e.g., an improvement plan. | V.E.4.d. Leads implementation of improvement plan and/or processes. |

VI. Intergenerational and Cross-Cultural Competence: *Interacts effectively with different cultures and generations to achieve organizational mission, goals and objectives.*

| Measurement Criteria | Preliminary Checklist | Core Actions | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|--|--|--|---|--|--|---|
| VI.A. USES RELEVANT INTERGENERATIONAL AND CROSS-CULTURAL COMMUNICATION THAT CREATES CULTURAL SYNERGY IN THE WORKPLACE. | VI.A.P. Awareness of.... ✓ Characteristics, values, beliefs, behaviors of predominant cultures in the workplace, local and global. ✓ Customs, social etiquette, and language, e.g. greetings, tone of voice, personal space, body language, eye contact, gestures ✓ Potential “culture bumps,” e.g. conflicts due to differences in how various cultures interact and work together | VI.A.-.a. Adapts communication style to engage diverse others | VI.A.1.a. Participates in formal and informal learning in the workplace about the communication practices (norms) of diverse cultures, e.g., how close to stand when talking, preference for talking face to face, Native American respect for elders | VI.A.2.a. Practices cross cultural communication strategies to engage diverse others, e.g., language, gesture, use of space, provides translations, uses active listening skills. | VI.A.3.a/b. Adapts communication style to the preferences and necessities of others appropriate to the situation to achieve work goals while complying with organizational standards of practice for business, e.g., face-to-face or technology-based including phone, email, social networking, video conferencing; gesture, eye contact, language. | VI.A.4.a/b. Models flexible use of communications styles. |
| | | VI.A.-.b. Adapts communication style to engage other generations | VI.A.1.b. Acknowledges generational differences in methods of communication, e.g., email, texting, social media, use of phone, face-to-face, walking over to someone’s cube; chain of command. | VI.A.2.b. Aligns communication practices to organizational expectations for business communication in the 21 st -century workplace, e.g., balances face-to-face and technology-based communications; avoids jargon and informal language; avoids abbreviations used in social media (“lol,” emoticons). | | |

VI. Intergenerational and Cross-Cultural Competence: *Interacts effectively with different cultures and generations to achieve organizational mission, goals and objectives.*

| Measurement Criteria | Preliminary Checklist | Core Actions | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|---|-----------------------|--|---|---|--|---|
| VI.B. CONTRIBUTES TO AN ENVIRONMENT OF ACCEPTANCE AND INCLUSION THAT ENABLES DIFFERENT CULTURES AND GENERATIONS TO WORK TOGETHER. | | VI.B.-.a. Demonstrates respect through interactions & behaviors | VI.B.1.a Supports cultural and generational differences in the workplace, e.g., spends time with people of cultures different from one's own (in lunch, at meetings); spells/ pronounces names correctly; participates in cultural celebrations other than one's own; participates in diverse work teams; relates in a positive manner to diverse others to complete work tasks; relies upon the experience of coworkers (seniority in workplace, youth and social media); supports various cultural initiatives; seeks opportunities to learn about diverse others; takes classes/trainings in cultural competence; participates in diverse teams. | VI.B.2.a Engages diverse coworkers to accomplish work goals, e.g., initiates discussion with an intergenerational group of coworkers regarding changing procedures, work issues; asks for input from a variety of cultural or generational viewpoints; communicates one's cultural orientation to others; practices behaviors modeled by culturally sensitive people; participates in a diversity committee at work; utilizes strengths of individual team members. | VI.B.3.a Demonstrates respect for diverse others through interactions/behaviors in the workplace: e.g., volunteers to acclimate new employees; practices social etiquette that responds to cultures and generations in the workplace; provides feedback and encouragement in support of the work group; embraces cultural and generational diversity as added value to the workplace; draws upon the skills and experience of coworkers regardless of ethnicity, age, gender; integrates the ideas and perspectives of diverse others. | VI.B.4.a Mentors others to thrive in a diverse workplace, e.g., organizes or leads diverse work teams; incorporates a variety of world views and perspectives into work; provides encouragement for success; promotes the value of diverse viewpoints and practices in achieving work goals; takes action in support of different perspectives. |
| | | VI.B.-.b. Addresses challenges with intergenerational and cross-cultural sensitivity | VI.B.1.b Recognizes cross-cultural and intergenerational situations and incidents that require sensitivity. | VI.B.2.b Interacts in a manner that demonstrates cross-cultural and intergenerational sensitivity. | VI.B.3.b Resolves situations and incidents that require intergenerational and cross-cultural sensitivity. | VI.B.4.b Models for others how best to apply cultural sensitivity. |

VI. Intergenerational and Cross-Cultural Competence: *Interacts effectively with different cultures and generations to achieve organizational mission, goals and objectives.*

| Measurement Criteria | Preliminary Checklist | Core Actions | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|--|-----------------------|--|---|--|--|--|
| VI.B CONTRIBUTES TO AN ENVIRONMENT OF ACCEPTANCE AND INCLUSION THAT ENABLES DIFFERENT CULTURES AND GENERATIONS TO WORK TOGETHER (CONTINUED). | | VI.B.-.c. Celebrates achievements and contributions of diverse others | VI.B.1.c Participates in employee recognition ceremonies. | VI.B.2.c Recognizes successes of individuals and teams, e.g., nominates for awards and accomplishments regardless of gender, culture, etc. | VI.B.3.c Celebrates the contributions of diverse others. | VI.B.4.c Creates opportunities to celebrate the contributions and successes of diverse others. |
| | | VI.B.-.d. Functions comfortably in the global marketplace | VI.B.1.d Identifies organization's ties to the global marketplace. | VI.B.2.d Interacts with others in the global marketplace as required by work. | VI.B.3.d Performs with ease in the global marketplace, e.g., works across time zones; engages multilingual teams; attends to meeting schedules, deadlines, non-work days (Fri/Sat weekend in Egypt), holidays. | VI.B.4.d Guides others in conducting work in the global marketplace. |
| | | VI.B.-.e. Relies upon the wisdom and experience of others to accomplish work | VI.B.1.e Recognizes the wisdom, experience, and institutional knowledge in the workplace. | VI.B.2.e Draws upon the experience and wisdom of others, as well as institutional knowledge, to perform work. | VI.B.3.e Integrates the wisdom and experience of others and institutional knowledge into work. | VI.B.4.e Contributes wisdom and experience to institutional knowledge. |
| | | VI.B.-.f. Addresses intergenerational tensions | VI.B.1.f Recognizes issues that contribute to intergenerational tensions, e.g., lifestyle choices, expectations, work/life balance. | VI.B.2.f Practices communication styles and collaborative methods to communicate and collaborate across intergenerational divides. | VI.B.3.f Seeks feedback on how to manage intergenerational issues. | VI.B.4.f Models behaviors that promote intergenerational collaboration. |

VI. Intergenerational and Cross-Cultural Competence: *Interacts effectively with different cultures and generations to achieve organizational mission, goals and objectives.*

| Measurement Criteria | Preliminary Checklist | Core Actions | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|---|-----------------------|--|--|---|--|--|
| VI.C RESPECTS GENERATIONAL DIFFERENCES RELATED TO THE USE OF TECHNOLOGY IN THE WORKPLACE. | | VI.C.-. Selects from technological and non-technological methods/tools to communicate across generations | VI.C.1.a Participates in formal and informal learning opportunities to develop technological and non-technological skills. | VI.C.2.a Practices use of technological and non-technological methods and tools that are available in the organization, e.g., recognizes one's own and others' comfort level with technological and non-technological tools; exercises patience with coworkers and clients. | VI.C.3.a Applies technological and non-technological methods/tools to communicate and collaborate in various situations, e.g. utilizes mix of direct, interpersonal communication with electronic messaging; stays current with technologies available; tailors use of technological and non-technological tools to comfort level of coworkers/clients; scales use of technology to the audience (coworker, customer); draws upon technology skills to improve work processes, products or services. | VI.C.4.a Coaches co-workers to improve or increase technological and non-technological skills, e.g., introduces new technologies into the workplace. |

VII. Organizational Culture: *Functions effectively within an organizational culture.*

| Measurement Criteria and Core Actions | | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|---|--|---|---|--|---|
| VII.A. NAVIGATES ORGANIZATIONAL STRUCTURES AND SYSTEMS. | VII.A.-. Fits work performance to the organizational structure | VII.A.1.a. Articulates structure of the organization, e.g., staff roles/responsibilities, footprint, policies and procedures, reward system, guidelines for use of technology. | VII.A.2.a. Functions effectively within the organizational structure, e.g., recognizes extent of decision-making authority, reports as required, asks permission before reducing a price, adheres to regulations regarding use of social media, follows chain of command/hierarchy. | VII.A.3.a. Adjusts one's performance to conform to the organizational structure, e.g., takes on more responsibility to meet requirements for advancement, complies with new policies, uses technology to benefit the organization. | VII.A.4.a. Influences others to function effectively within organizational structure. |
| VII.B. EMBODIES ORGANIZATIONAL VALUES. | VII.B.-. Works in a manner that reflects organizational values | VII.A.1.b. Describes organization's story, vision, mission, values, and goals as they relate to product, customer, and market, e.g., evolution of family-operated business to a franchise, change of product over years, rationale for targeted customer demographic, shares org story with customer. | VII.A.2.b. Practices the values and styles of working and communicating that reflect organizational culture, e.g., "the customer is always right," delivers high quality product, speaks the "jargon of the job," treats everyone as a customer, recycles paper, finds a way to say "yes," practices the preferred method of communication (verbal or written). | VII.A.3.b. Assimilates organizational purpose, story and values in the way one works, e.g., reads books and documents the supervisors read, distinguishes among business cultures. | VII.A.4.b. Personifies organizational culture, e.g., organizational practices are habitual, acts as an ambassador of the organization at external events, represents the company in a positive manner, joins outside organizations. |
| VII.C. PERFORMS WORK THAT ADVANCES ORGANIZATIONAL GROWTH AND SUCCESS. | VII.C.-. Contributes to organizational success | VII.A.1.c. Articulates how one's work contributes to organizational growth and success, e.g., takes ownership for company success, describes organizational quality standards. | VII.A.2.c. Aligns work activities with organizational growth targets and success factors, e.g., assesses how contributions lead to organizational success, ensures that work meets organizational quality standards. | VII.A.3.c. Produces work that contributes to organizational growth and success, e.g., brings in projects/customers, improves workflow processes, scopes out the competition, documents contributions, creates competitive edge in the marketplace. | VII.A.4.c. Generates work that creates opportunities for organizational growth, e.g., assesses impact of competition, projects budgets, contributes to the business plan. |

VIII. Legal and Ethical Practices: *Observes laws, rules and ethical practices in the workplace.*

| Measurement Criteria and Core Actions | | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|---|--|--|---|--|---|
| VIII.A. RESPECTS THE ORGANIZATION'S PHYSICAL AND INTELLECTUAL PROPERTY. | VIII.A.-a. Takes responsibility for the workspace | VIII.A.1.a. Maintains a clean and safe workspace, e.g., cleans up workspace at end of work day, leaves room/space in same or better condition, turns off computer and small electrical devices, adheres to safe driver policies when using company vehicles. | VIII.A.2.a. Demonstrates care for common space, use of equipment, e.g., cleans up after meetings, secures equipment and other company property. | VIII.A.3.a. Exercises pride of ownership for workspace, e.g., reports need for equipment repair and maintenance. | VIII.A.4.a. Recommends improvements in organization's physical space. |
| | VIII.A.-b. Protects the organization's intellectual property | VIII.A.1.b. Recognizes that intellectual property created at work belongs to the organization. | VIII.A.2.b. Seeks clarification on issues of ownership and usage regarding intellectual property, e.g., contacts organization's in-house legal resources. | VIII.A.3.b. Protects the organization's intellectual property, e.g., cites appropriate references, maintains organizational confidentiality – does not share trade secrets. | VIII.A.4.b. Coaches others about intellectual property issues. |
| VIII.B. DEMONSTRATES LOYALTY TO THE ORGANIZATION AND ITS MISSION. | VIII.B.-. Demonstrates loyalty to the organization | VIII.B.1.a. Projects a positive image of the organization, e.g., speaks well of organization in social settings (actual and virtual), wears clothing with company logo. | VIII.B.2.a. Contributes to organization beyond the job description and departmental goals, e.g., represents the organization at a public event, engages in interdepartmental efforts like United Way. | VIII.B.3.a. Maintains loyalty during organizational change, e.g., budget reductions, expanded mission, transfers from one unit to another within organization, new supervisor. | VIII.B.4.a. Promotes the organization's mission consistently in varied situations. |
| VIII.C. MAINTAINS A SAFE WORK ENVIRONMENT. | VIII.C.-a. Addresses harmful conditions in the workplace | VIII.C.1.a. Monitors environment to enhance safety and address harmful conditions as they occur. [Specific to industry – VIII.C.x.a. may be a checklist or Novice might begin at a higher level.] | VIII.C.2.a. Exhausts internal resources to enhance safety and address harmful conditions/practices, e.g. files reports in good faith, fixes conditions on the spot when possible. | VIII.C.3.a. Calls attention to harmful conditions/practices when not addressed in the department, e.g. utilizes organization's whistle blower policy. | VIII.C.4.a. Enacts plan to deal with legal repercussions, e.g., tort liability, negligence. |

VIII. Legal and Ethical Practices: *Observes laws, rules and ethical practices in the workplace.*

| Measurement Criteria and Core Actions | | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|---|---|---|---|--|---|
| VIII.C. MAINTAINS A SAFE WORK ENVIRONMENT (CONTINUED). | VIII.C.-b. Follows procedure for reporting unsafe conditions | VIII.C.1.b. Reports incidents promptly according to organization's formal reporting system regarding safety, e.g., describes unsafe conditions, including "near misses," accidents that almost occurred. | VIII.C.2.b. Documents incidents as they occur. | VIII.C.3.b. Confirms in writing that unsafe conditions or practices have been addressed, e.g. equipment failure, vehicle accident, procedural inconsistencies. | VIII.C.4.b. Develops safety procedures (risk management). |
| | VIII.C.-c. Receives risk management training | VIII.C.1.c. Participates in risk management orientation, e.g., use of equipment, safety procedures, sexual harassment, food handling, violence in the workplace. | VIII.C.2.c. Engages in ongoing risk management training specific to job. | VIII.C.3.c. Seeks targeted risk management training for emerging conditions or situations in the organization. | VIII.C.4.c. Trains/coaches others in risk management. |
| VIII.D. ADHERES TO THE POLICIES AND PROCEDURES OF THE ORGANIZATION. | VIII.D.-a. Acts in accord with organizational policies and procedures | VIII.D.1.a. Recognizes the role of policies (formal directives of the governing authority, e.g., owner, board of directors) and procedures (operational processes for implementing policies from management, e.g., CEO, manager) in the organization. | VIII.D.2.a. Accesses policies and procedures for guidance relative to legal and ethical practices in work situations. | VIII.D.3.a. Acts consistently in accordance with policies and procedures. | VIII.D.4.a. Trains and coaches others about policies and procedures. |
| | VIII.D.-b. Acts in accord with legal and ethical practices | VIII.D.1.b. Consults policies and procedures relative to legal and ethical practices in work situations. | VIII.D.2.b. References policies and procedures for guidance relative to legal and ethical practices in work situations. | VIII.D.3.b. Applies consistently the appropriate policies and procedures regarding legal and ethical practices encountered in the workplace. | VIII.D.4.b. Coaches others in the application of policies and procedures relative to legal and ethical situations encountered in the workplace. |
| | VIII.D.-c. Receives training in policies and procedures | VIII.D.1.c. Participates in training for policies and procedures. | VIII.D.2.c. Keeps current with trainings offered regarding policies and procedures. | VIII.D.3.c. Identifies needs as they arise for training in policies and procedures. | VIII.D.4.c. Recommends changes in policies and procedures. |

VIII. Legal and Ethical Practices: *Observes laws, rules and ethical practices in the workplace.*

| Measurement Criteria and Core Actions | | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|---|---|---|--|--|--|
| VIII.E. ADHERES TO APPLICABLE LOCAL, STATE, FEDERAL AND INTERNATIONAL LAWS AND REGULATIONS. | VIII.E.-a. Applies required laws and regulations in the workplace | VIII.E.1.a. Follows supervisor's instruction regarding standards of practice required for one's position and industry, e.g., licenses, food or health regulations unique to the industry, certifications, OSHA. | VIII.E.2.a. Stays current with laws and regulations relevant to one's position and the industry, e.g., reads all required postings, attends organizational training on laws and regulations. | VIII.E.3.a. Demonstrates fluency in application of standards of practice, laws, and regulations to workplace situations as they occur. | VIII.E.4.a. Provides input into the application/revision of laws and regulations, and their practice, in the workplace/industry. |
| | VIII.E.-b. Complies with employment laws | VIII.E.1.b. Complies with laws and regulations required for employment, e.g., full disclosure, insurance, tax, wage. | VIII.E.2.b. Updates employment information in regard to changed life circumstances, e.g., informs employer of changes in address, marital status, parental status. | VIII.E.3.b. Reduces risk of liability for the organization by consistent compliance with employment laws and regulations. | VIII.E.4.b. Trains or coaches others about local, state and federal laws & regulations regarding employment. |
| | VIII.E.-c. Applies laws and regulations unique to the industry | VIII.E.1.c. Complies with laws and regulations unique to the industry, e.g., HIPPA, FERPA, MSHA, OSHA, international trade laws and agreements. | VIII.E.2.c. Recognizes variances in industry-related laws and regulations among and between countries. | VIII.E.3.c. Applies laws and regulations as appropriate to work activities, local to international. | VIII.E.4.c. Instructs others in laws and regulations of the industry. |
| VIII.F. TAKES RESPONSIBILITY FOR ONE'S ACTIONS IN THE WORKPLACE. | VIII.F.-a. Prioritizes time | VIII.F.1.a. Demonstrates work ethic through punctuality, time management, and focus on tasks at hand. | VIII.F.2.a. Prioritizes one's work load to meet short-term project goals. | VIII.F.3.a. Balances one's work load to accomplish both short-term and long-term goals. | VIII.F.4.a. Streamlines workflow to remove potential obstacles to optimal performance and outcomes. |
| | VIII.F.-b. Resolves own work problems and errors | VIII.F.1.b. Discloses personal mistakes or errors to supervisor. | VIII.F.2.b. Adjusts work practices to minimize errors. | VIII.F.3.b. Contributes to resolution of problems and issues in the workplace. | VIII.F.4.b. Recommends strategies to prevent reoccurrence. |
| | VIII.F.-c. Takes responsibility for own communication | VIII.F.1.c. Recognizes one's obligation to communicate verbally and nonverbally with respect for all in the workplace. | VIII.F.2.c. Considers other's concerns regarding one's own communication. | VIII.F.3.c. Holds oneself accountable for respectful communication regardless of the behaviors of others. | VIII.F.4.c. Leads in resolving issues (obstacles and blind spots) that are barriers to respectful communication. |

VIII. Legal and Ethical Practices: *Observes laws, rules and ethical practices in the workplace.*

| Measurement Criteria and Core Actions | | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|---|---|---|--|---|---|
| VIII.G. USES RESOURCES FOR THE GOOD OF THE ORGANIZATION. | VIII.G.-. Uses organization's resources prudently | <p>VIII.G.1.a. Minimizes waste of resources, e.g., time, equipment, materials, services.</p> <ul style="list-style-type: none"> ✓ Accomplishes designated tasks within allocated time and resources. ✓ Exercises "green" practices, e.g., recycles, reuses, reduces energy use by shutting off computer and lights at night. ✓ Follows maintenance schedules for equipment. ✓ Accesses internal services as needed, e.g., calls IT to resolve an IT issue rather than handling it oneself, contacts HR to deal with employee disputes. ✓ Follows protocol for resource storage and deployment, e.g., in a hospital one uses signs to locate resources, in a warehouse equipment is returned to designated storage. | VIII.G.2.a. Seeks supervisor's approval before using additional resources. | VIII.G.3.a. Maximizes time and resources for productivity, e.g., does one's job in the face of mandatory resource cuts. | VIII.G.4.a. Develops a plan for deployment of time and resources, e.g., reapportions assets during budget cutbacks. |
| VIII.H. ACTS WITH INTEGRITY FOR THE HIGHEST GOOD OF THE ORGANIZATION. | VIII.H.-. Performs with honesty and reliability in a trustworthy manner | <p>VIII.H.1.a.</p> <ul style="list-style-type: none"> ✓ Demonstrates honesty, e.g., tells the truth regardless of consequences, does not take credit for other's work, provides accurate reports of one's work. | | | |

VIII. Legal and Ethical Practices: *Observes laws, rules and ethical practices in the workplace.*

| Measurement Criteria and Core Actions | | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|---|---|--|---|--|---|
| VIII.H. ACTS WITH INTEGRITY FOR THE HIGHEST GOOD OF THE ORGANIZATION (CONTINUED). | | <ul style="list-style-type: none"> ✓ Demonstrates reliability, e.g., shows congruency between commitments and actions, displays consistent willingness to help colleagues, approaches work in a steady manner (without moodiness). ✓ Generates trust, e.g., supports colleagues in adverse circumstances, does not take gifts from vendors, does not employ relatives, does not work for the competitor. | | | |
| VIII.I. INTERACTS RESPECTFULLY WITH CO-WORKERS AND CUSTOMERS. | VIII.I.-a. Handles information appropriately | VIII.I.1.a. Communicates current and factual information, e.g. doesn't feed the rumor mill, verifies accuracy of information, refrains from sharing confidential information. | VIII.I.2.a. Distinguishes between personal and work-related matters, e.g., eliminates irrelevant personal information in emails, submits reports that focus on work conditions. | VIII.I.3.a. Relates to others in a manner that acknowledges their knowledge, wisdom and experience, e.g., a healthcare worker considers a patient's self-diagnosis seriously, customer service listens attentively to a customer's explanation for product return. | VIII.I.4.a. Resolves conflicts in a manner that is respectful of all parties in accordance with cultural norms. |
| | VIII.I.-b. Works to create an equitable workplace | VIII.I.1.b. Separates personal values from those of coworkers and customers in the fulfillment of work, e.g., collaborates with coworkers despite difference in sexual preference, provides service to a person regardless of cleanliness. | VIII.I.2.b. Offers equitable treatment and service to all, e.g., serves customers regardless of whether or not they tip, communicates civilly with angry coworkers. | VIII.I.3.b. Intervenes respectfully in situations where a coworker's or customer's appearance or behavior is offensive to others in the workplace, e.g., "no shirt, no shoes, no service." | VIII.I.4.b. Embodies respectful communication in the workplace. |

IX. Financial Practices – Applies knowledge of finances for the profitability and viability of the organization.

| Measurement Criteria and Core Actions | | Level One Novice | Level Two Approaching Proficiency | Level Three Proficiency | Level Four Expert/Leader |
|--|--|--|---|--|--|
| IX.A. EXERCISES PRUDENCE IN PERSONAL FINANCE AS IT RELATES TO EMPLOYMENT. | IX.A.-. Manages personal finances responsibly | IX.A.1.a. Demonstrates an understanding of personal finance, including credit history, balances checkbook, debt to income, interest, select benefits. | IX.A.2.a. Monitors personal finance, e.g., paycheck, benefits, 401K. | IX.A.3.a. Manages personal finances so as not to affect employment responsibilities. | IX.A.4.a. Applies personal financial acumen to benefit the organization's bottom line. |
| | IX.B.-. Communicates organizational financial goals | IX.B.1.a. Researches organization's products, services, locations, events, markets. | IX.B.2.a. Reviews financial data for the organization, e.g., balance sheets, direct vs. indirect costs. | IX.B.3.a. Conveys understanding of core business: primary products and services that generate revenue for the organization. | IX.B.4.a. Interprets financial data for the organization. |
| | IX.C.-.a. Acts prudently with organizational resources | IX.C.1.a. Processes financial transactions accurately according to job responsibilities, e.g., customer cash, check, debit, credit, invoices, purchase orders, manages petty cash. | IX.C.2.a. Demonstrates an understanding of the relationship between the cost of resources and the viability of the organization, e.g., considers products, people, processes, time; stays within budget parameters. | IX.C.3.a. Acts as a responsible steward of organizational resources, e.g., collaborates to avoid duplication of effort; uses time judiciously. | An IX.C.4.a. Models prudent practice for maximizing organizational resources, e.g., calculates costs of time and materials to produce products and services. |
| IX.C. CONTRIBUTES TO ORGANIZATIONAL PROFITABILITY THROUGH KNOWLEDGE OF FINANCES. | IX.C.-.b. Maintains current knowledge of salary and benefits | IX.C.1.b. Recognizes relationship between employee and employer obligations related to benefits. | IX.C.2.b. Demonstrates an understanding total cost of compensation package in salary and benefits, including healthcare, taxes, workers compensation, retirement, wellness programs. | IX.C.3.b. Keeps current with employment costs and their impact on organizational resources. | IX.C.4.b. Assesses the effect of the total compensation package on organizational resources. |
| | IX.C.-.c. Relates work performance to company profitability | IX.C.1.c. Describes the relationship between an organization's profitability and the job. | IX.C.2.c. Demonstrates the relationship between company profitability and one's work performance, e.g., meets productivity goals, uses time effectively, acts with honesty, addresses financial implications related to safety. | IX.C.3.c. Applies ethical considerations to financial decision-making. | IX.C.4.c. Participates in strategic/tactical financial planning for the ongoing growth/sustainability of the organization, e.g., planning meetings, development of new ideas, innovations. |

Appendix K: Local Grants Application Templates

Secondary

Secondary Application Narrative Questions

Evaluation and Accountability

Each entity receiving funding shall develop and implement evaluations of the activities carried out with Perkins funds, including evaluations necessary to complete the comprehensive local needs assessment and provide required local data to ADE [§135(b)(6)].

The Local Needs Assessment must be completed on a **biennial 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 uploaded into the Related Documents area of the grant application before grant approval will be given.

Please indicate the completion date of the most recent Local Needs Assessment. Completion Date: (Include Box Here)

As a result of the Local Needs Assessment (or review of progress in the off year), provide a written **summary of the results your analysis**. Please include all the major areas of focus resulting from your review which will be addressed during this grant period. Results must also include identification of program access gaps or gaps in performance for special populations students.

Measurable Objective One (Required)

- 1) Provide a measurable objective describing how you will **implement an evaluation of the activities** carried out with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.

- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Two (Optional)

- 1) Provide a measurable objective describing how you will implement an evaluation of activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Three (Optional)

- 1) Provide a measurable objective describing how you will implement an evaluation of activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Career Exploration/Career Development Activities

Each entity receiving funding shall provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study [§135(b)(1)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of the **career exploration and/or career development activities** you will engage in this year in order to aid students in making informed plans/decisions regarding future education, career opportunities and programs of study.

Measurable Objective One (Required)

- 1) Provide a measurable objective related to the provision of career exploration and/or career development activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Two (Optional)

- 1) Provide a measurable objective related to the provision of career exploration and/or career development activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.

- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Three (Optional)

- 1) Provide a measurable objective related to the provision of career exploration and/or career development activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Professional Development

Each entity receiving Perkins funding will provide career and technical education professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals [§135(b)(2)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of the **professional development** activities you will provide or support this year for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.

As a result of your Local Needs Assessment (or review of progress in the

off year), please provide a description of how specifically you will provide or support professional development opportunities focused on **embedding professional skills and academic content** into career and technical education programs/courses.

Please provide a description of how you will coordinate with ADE and/or institutions of higher education to support **the recruitment, preparation, retention and training** (including professional development) of teachers, faculty, administrators and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession [§134(b)(8)].

Measurable Objective One (Required)

- 1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Two (Optional)

- 1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development with Perkins funds this year.

The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.

- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Three (Optional)

- 1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Skill Development

Each entity receiving Perkins shall provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations [§135(b)(3)]. A program/program of study is a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging standards, addresses both academic and technical knowledge and skills, is aligned with the needs of industry, progresses in specificity, has multiple entry and exit points and culminates in the attainment of a recognized postsecondary credential [§3(41)(A-F)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide an explanation of how the career and

technical education programs offered to students will ensure they **have the skills necessary** to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations.

Please provide a description of how the results of the Local Needs Assessment (or review of progress in the off year), **supports the choice of programs/programs of study** being offered by the entity this year (as listed in the Coherent Sequence section of the CTE Data Portal). What analysis can you provide to support your choice of programs [§134(b)(2)].

Please provide a description of how **all students will learn** about their school's career and technical education program offerings.

Please provide a description of the additional steps will you take to **inform/recruit special population** students into career and technical education programs (special population students include all of the following categories: individuals with disabilities, from economically disadvantaged families, non-traditional students, single parents, out-of-workforce individuals, English learners, homeless students as defined by McKinney-Vento Homeless Assistance Act, youth who are in or aged out of foster care and youth with military parents on active duty [§134(b)(2)].

Provide a description of the **work-based learning** activities to be provided to students participating in career and technical education programs this year [§134(b)(6)].

How will you work with representatives from employers to **develop or expand** work-based learning opportunities for career and technical education students [§134(b)(6)]?

Measurable Objective One (Required)

- 1) Provide a measurable objective describing how you will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations for all participating students. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Two (Optional)

- 1) Provide a measurable objective describing how the entity will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations for all participating students. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Three (Optional)

- 1) Provide a measurable objective describing how the entity will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in-

demand industry sectors or occupations for all participating students. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.

- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Academic Integration

Each entity receiving Perkins funding shall support the integration of academic skills into career and technical education programs/programs of study to support students in meeting the challenging State secondary academic standards adopted under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 or as participants at the postsecondary level in achieving academic skills [§135(b)(4)].

Based on the results of your Local Needs Assessment (or review of progress in the off year) how will you improve the academic and technical skills of students through the **integration** of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure that learning in the subjects constitutes a well-rounded education [§134(b)(4)]?

Measurable Objective One (Required)

- 1) Provide a measurable objective describing how you will support the integration of academic skills into career and technical education programs/programs of study this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.

- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Two (Optional)

- 1) Provide a measurable objective describing how the entity will support the integration of academic skills into career and technical education programs/programs of study this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Three (Optional)

- 1) Provide a measurable objective describing how the entity will support the integration of academic skills into career and technical education programs/programs of study this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Increase Student Achievement

Each entity receiving Perkins funding will plan and carry out elements that support the implementation of career and technical education programs/programs of study that result in increased student achievement [§135(b)(5)(A-T)]. A program/program of study is a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging standards, addresses both academic and technical knowledge and skills, is aligned with the needs of industry, progresses in specificity, has multiple entry and exit points and culminates in the attainment of a recognized postsecondary credential [§3(41)(A-F)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of how you will utilize Perkins funds to **plan and carry out elements that support implementation** of career and technical education programs/programs of study that result in increased student achievement.

Provide a description of how you will ensure **equal access** for all special populations students to career and technical education programs/programs of study [§134(b)(5)].

Provide a description of how you will ensure that members of special populations are **not discriminated against** based on their status as members of special populations [§134(b)(5)].

If available, how will students participating in career and technical education programs be offered the opportunity to **gain postsecondary credit** while still attending high school, such as dual or concurrent enrollment programs [§135(b)(7)]?

How will you go about supporting career and technical education student achievement by promoting access to industry-recognized certification **examinations or other assessments** leading toward a recognized postsecondary credential [§135(b)(5)(F)]?

Measurable Objective One (Required)

- 1) Provide a measurable objective focused on successful implementation of career and technical education programs/programs of study in support of increased student achievement. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Two (Optional)

- 1) Provide a measurable objective focused on successful implementation of career and technical education programs/programs of study in support of increased student achievement. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Three (Optional)

- 1) Provide a measurable objective focused on successful implementation of career and technical education programs/programs of study in support of increased student achievement. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.

- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Performance Measures Improvement Plan(s)

We currently have a total of three Performance Measures Improvement Plan sections but need a total of nine now. Copy and repeat the entire section of the Performance Measure Improvement Plan, however, change the title of each additional section as follows:

Performance Measure Improvement Plan #4:

Performance Measures Improvement Plan #5:

Performance Measure Improvement Plan #6:

Performance Measures Improvement Plan #7:

Performance Measure Improvement Plan #8:

Performance Measure Improvement Plan #9:

Postsecondary:

Program Narrative Questions

Please Note: Each of these are a separate section in the grant application--- we are replacing many old sections completely with new content due to the Perkins reauthorization (please see the Perkins Postsecondary Section Overview for a summary of how the sections should appear).

Evaluation and Accountability

Each entity receiving funding shall develop and implement evaluations of the activities carried out with Perkins funds, including evaluations necessary to complete the comprehensive local needs assessment and provide required local data to ADE [§135(b)(6)].

The Local Needs Assessment must be completed on a **biennial 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 uploaded into the Related Documents area of the grant application before grant approval will be given.

Please indicate the completion date of the most recent Local Needs Assessment. Completion Date:

As a result of the Local Needs Assessment (or review of progress in the off year), provide a written **summary of the results your analysis**.

Please include all the major areas of focus resulting from your review which will be addressed during this grant period. Results must also include identification of program access gaps or gaps in performance for special populations students.

Measurable Objective One (Required)

- 1) Provide a measurable objective describing how you will **implement an evaluation of the activities** carried out with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.

- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Two (Optional)

- 1) Provide a measurable objective describing how you will implement an evaluation of activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Three (Optional)

- 1) Provide a measurable objective describing how you will implement an evaluation of activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Career Exploration/Career Development Activities

Each entity receiving funding shall provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study [§135(b)(1)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of the **career exploration and/or career development activities** you will engage in this year in order to aid students in making informed plans/decisions regarding future education, career opportunities and programs of study.

Measurable Objective One (Required)

- 1) Provide a measurable objective related to the provision of career exploration and/or career development activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Two (Optional)

- 1) Provide a measurable objective related to the provision of career exploration and/or career development activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.

- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Three (Optional)

- 1) Provide a measurable objective related to the provision of career exploration and/or career development activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Professional Development

Each entity receiving Perkins funding will provide career and technical education professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals [§135(b)(2)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of the professional development activities you will **provide or support** this year for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of how specifically you will **provide or support** professional development opportunities focused on embedding professional skills and academic content into

career and technical education programs/courses.

Measurable Objective One (Required)

- 1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Two (Optional)

- 1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Three (Optional)

- 1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development with Perkins funds this year. The objective must include all SMART

components: Specific, Measurable, Attainable, Results-Oriented and Timely.

- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Skill Development

Each entity receiving Perkins shall provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations [§135(b)(3)]. A program/program of study is a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging standards, addresses both academic and technical knowledge and skills, is aligned with the needs of industry, progresses in specificity, has multiple entry and exit points and culminates in the attainment of a recognized postsecondary credential [§3(41)(A-F)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide an explanation of how the career and technical education programs offered to students will ensure they **have the skills necessary** to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations.

Please provide a description of how the results of the Local Needs Assessment (or review of progress in the off year), **supports the choice of programs/programs of study** being offered this year (as listed in the Postsecondary Occupational Programs section of the grant). What analysis can you provide to support your choice of programs [§134(b)(2)]?

Please provide a description of how **students will learn** about the career and technical education program offerings.

Please provide a description of the additional steps will you take to **inform/recruit special population** students into career and technical

education programs (special population students include all of the following categories: individuals with disabilities, from economically disadvantaged families, non-traditional students, single parents, out-of-workforce individuals, English learners, homeless students as defined by McKinney-Vento Homeless Assistance Act, youth who are in or aged out of foster care and youth with military parents on active duty [§134(b)(2)].

Provide a description of how you will **coordinate with** local workforce development boards, local workforce agencies, one-stop delivery systems as described in Section 121(e)(2) of the Workforce Innovation and Opportunity Act and other partners in your community [§134(b)(3)].

Measurable Objective One (Required)

- 1) Provide a measurable objective describing how you will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations for all participating students. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Two (Optional)

- 1) Provide a measurable objective describing how the entity will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in-

demand industry sectors or occupations for all participating students. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.

- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Three (Optional)

- 1) Provide a measurable objective describing how the entity will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations for all participating students. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Academic Integration

Each entity receiving Perkins funding shall support the integration of academic skills into career and technical education programs/programs of study to support students in meeting the challenging State secondary academic standards adopted under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 or as participants at the postsecondary level in achieving academic skills [§135(b)(4)].

Based on the results of your Local Needs Assessment (or review of progress in the off year) how will you improve the academic and

technical skills of students through the **integration** of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure that learning in the subjects constitutes a well-rounded education [§134(b)(4)]?

Measurable Objective One (Required)

- 1) Provide a measurable objective describing how you will support the integration of academic skills into career and technical education programs/programs of study this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Two (Optional)

- 1) Provide a measurable objective describing how the entity will support the integration of academic skills into career and technical education programs/programs of study this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Three (Optional)

- 1) Provide a measurable objective describing how the entity will support the integration of academic skills into career and technical education programs/programs of study this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Increase Student Achievement

Each entity receiving Perkins funding will plan and carry out elements that support the implementation of career and technical education programs/programs of study that result in increased student achievement [§135(b)(5)(A-T)]. A program/program of study is a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging standards, addresses both academic and technical knowledge and skills, is aligned with the needs of industry, progresses in specificity, has multiple entry and exit points and culminates in the attainment of a recognized postsecondary credential [§3(41)(A-F)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of how you will utilize Perkins funds to **plan and carry out elements that support implementation** of career and technical education programs/programs of study that result in increased student achievement.

Provide a description of how you will ensure **equal access** for all special populations students to career and technical education programs/programs of study [§134(b)(5)].

Provide a description of how you will ensure that members of special populations are **not discriminated against** based on their status as members of special populations [§134(b)(5)].

If available, how will students participating in career and technical education programs will be

offered the opportunity to **gain postsecondary credit** while still attending high school, such as dual or concurrent enrollment programs [§135(b)(7)]?

How will you go about supporting career and technical education student achievement by promoting access to industry-recognized certification **examinations or other assessments** leading toward a recognized postsecondary credential [§135(b)(5)(F)]?

Measurable Objective One (Required)

- 1) Provide a measurable objective focused on successful implementation of career and technical education programs/programs of study in support of increased student achievement. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: September 15th

Measurable Objective Two (Optional)

- 1) Provide a measurable objective focused on successful implementation of career and technical education programs/programs of study in support of increased student achievement. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this

objective during the grant period. Due:
September 15th

Measurable Objective Three (Optional)

- 1) Provide a measurable objective focused on successful implementation of career and technical education programs/programs of study in support of increased student achievement. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
- 2) Provide a justification for your choice of objective and how it will address your identified need.
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due:
September 15th

Performance Measures Improvement Plan(s)

This is new content which will replace the Program of Study (POS) section---

CTE Performance Measures Improvement Plan(s)

Eligible recipients will complete a separate Performance Measures Improvement Plan for **each** performance measure not meeting 90% of the State Adjusted Level of Performance (SALP). Recipients must use this form for performance measures not met for at least one but not more than two consecutive years. Recipients must identify and address any disparities or gaps in performance among population subgroups as a part of their improvement plan(s) [§134(b)(9)]. If you have not met a CTE performance measure for three consecutive years or more, please contact your Grant Program Specialist for further instructions/assistance.

Due: January 15th

Performance Measure Improvement Plan #1:

1. Performance Measure not meeting 90% of the State Adjusted Level of Performance (1P1, 2P1, etc...).

(Text Box)

2. College Level of Performance Achieved

(Text Box)

3. State Adjusted Level of Performance for this performance measure.

(Text Box)

4. 90% of the State Adjusted Level of Performance for this performance measure.

5. Number of consecutive years this measure has not been met.

(Text Box)

6. Identified reasons/causes for deficiency in this performance measure.

(Text Box)

7. Create measurable objective(s)/action steps which will be implemented to positively assist in reaching 90% of the State Adjusted Level of Performance for this measure.

Objective One:

(Text Box)

Action Step(s):

(Text Box)

Responsible Party (Name and Position Title)

(Text Box)

Completion Date for Objective:

(Text Box)

Objective Two (optional):

(Text Box)

Action Step(s):

(Text Box)

Responsible Party (Name and Position Title)

(Text Box)

Completion Date for Objective:

(Text Box)

Objective Three (optional):

(Text Box)

Action Step(s):

(Text Box)

Responsible Party (Name and Position Title)

(Text Box)

Completion Date for Objective:

(Text Box)

8. Mid-Year Narrative: Provide a mid-year progress report/status update for all objectives developed to address this performance measure. Due: May 15th

(Text Box)

Performance Measure Improvement Plan #2:

- 1) Performance Measure not meeting 90% of the State Adjusted Level of Performance (1P1, 2P1, etc...).

(Text Box)

- 2) College Level of Performance Achieved

(Text Box)

- 3) State Adjusted Level of Performance for this performance measure.

(Text Box)

- 4) 90% of the State Adjusted Level of Performance for this performance measure.

(Text Box)

- 5) Number of consecutive years this measure has not been met.

(Text Box)

- 6) Identified reasons/causes for deficiency in this performance measure.

(Text Box)

- 7) Create measurable objective(s)/action steps which will be implemented to positively assist in reaching 90% of the State Adjusted Level of Performance for this measure.

Objective One:

(Text Box)

Action Step(s):

(Text Box)

Responsible Party (Name and Position Title)

(Text Box)

Completion Date for Objective:

(Text Box)

Objective Two (optional):

(Text Box)

Action Step(s):

(Text Box)

Responsible Party (Name and Position Title)

(Text Box)

Completion Date for Objective:

(Text Box)

Objective Three (optional):

(Text Box)

Action Step(s):

(Text Box)

Responsible Party (Name and Position Title)

(Text Box)

Completion Date for Objective:

(Text Box)

- 8) Mid-Year Narrative: Provide a mid-year progress report/status update for all objectives developed to address this performance measure. Due: May 15th

(Text Box)

Performance Measure Improvement Plan #3:

- 1) Performance Measure not meeting 90% of the State Adjusted Level of Performance (1P1, 2P1, etc...).

(Text Box)

- 2) College Level of Performance Achieved

(Text Box)

- 3) State Adjusted Level of Performance for this performance measure.

(Text Box)

- 4) 90% of the State Adjusted Level of Performance for this performance measure.

(Text Box)

- 5) Number of consecutive years this measure has not been met.

(Text Box)

- 6) Identified reasons/causes for deficiency in this performance measure.

(Text Box)

- 7) Create measurable objective(s)/action steps which will be implemented to positively assist in reaching 90% of the State Adjusted Level of Performance for this measure.

Objective One:

(Text Box)

Action Step(s):

(Text Box)

Responsible Party (Name and Position Title)

(Text Box)

Completion Date for Objective:

(Text Box)

Objective Two (optional):

(Text Box)

Action Step(s):

(Text Box)

Responsible Party (Name and Position Title)

(Text Box)

Completion Date for Objective:

(Text Box)

Objective Three (optional):

(Text Box)

Action Step(s):

(Text Box)

Responsible Party (Name and Position Title)

(Text Box)

Completion Date for Objective:

(Text Box)

- 8) Mid-Year Narrative: Provide a mid-year progress report/status update for all objectives developed to address this performance measure. Due: May 15th

(Text Box)

Performance Measure Improvement Plan #4:

- 1) Performance Measure not meeting
90% of the State Adjusted Level of

(Text Box)

Performance (1P1, 2P1, etc...).

2) College Level of Performance Achieved

(Text Box)

3) State Adjusted Level of Performance for this performance measure.

(Text Box)

4) 90% of the State Adjusted Level of Performance for this performance measure.

(Text Box)

5) Number of consecutive years this measure has not been met.

(Text Box)

6) Identified reasons/causes for deficiency in this performance measure.

(Text Box)

7) Create measurable objective(s)/action steps which will be implemented to positively assist in reaching 90% of the State Adjusted Level of Performance for this measure.

Objective One:

(Text Box)

Action Step(s):

(Text Box)

Responsible Party (Name and Position Title)

(Text Box)

Completion Date for Objective:

(Text Box)

Objective Two (optional):

(Text Box)

Action Step(s):

(Text Box)

Responsible Party (Name and Position Title)

(Text Box)

Completion Date for Objective:

(Text Box)

Objective Three (optional):

(Text Box)

Action Step(s):

(Text Box)

Responsible Party (Name and Position Title)

(Text Box)

Completion Date for Objective:

(Text Box)

- 8) Mid-Year Narrative: Provide a mid-year progress report/status update for all objectives developed to address this performance measure. Due: May 15th

(Text Box)

Performance Measure Improvement Plan #5:

- 1) Performance Measure not meeting 90% of the State Adjusted Level of Performance (1P1, 2P1, etc...).

(Text Box)

- 2) College Level of Performance Achieved

(Text Box)

- 3) State Adjusted Level of Performance for this performance measure.

(Text Box)

- 4) 90% of the State Adjusted Level of Performance for this performance measure.

(Text Box)

- 5) Number of consecutive years this measure has not been met.

(Text Box)

- 6) Identified reasons/causes for deficiency in this performance measure.

(Text Box)

- 7) Create measurable objective(s)/action steps which will be implemented to positively assist in reaching 90% of the State Adjusted Level of Performance for this measure.

Objective One:

(Text Box)

Action Step(s):

(Text Box)

Responsible Party (Name and Position Title)

(Text Box)

Completion Date for Objective:

(Text Box)

Objective Two (optional):

(Text Box)

Action Step(s):

(Text Box)

Responsible Party (Name and Position Title)

(Text Box)

Completion Date for Objective:

(Text Box)

Objective Three (optional):

(Text Box)

Action Step(s):

(Text Box)

Responsible Party (Name and Position Title)

(Text Box)

Completion Date for Objective:

(Text Box)

- 8) Mid-Year Narrative: Provide a mid-year progress report/status update for all objectives developed to address this performance measure. Due: May 15th

(Text Box)

Performance Measure Improvement Plan #6:

1) Performance Measure not meeting 90% of the State Adjusted Level of Performance (1P1, 2P1, etc...).

(Text Box)

2) College Level of Performance Achieved

(Text Box)

3) State Adjusted Level of Performance for this performance measure.

(Text Box)

4) 90% of the State Adjusted Level of Performance for this performance measure.

(Text Box)

5) Number of consecutive years this measure has not been met.

(Text Box)

6) Identified reasons/causes for deficiency in this performance measure.

(Text Box)

- 7) Create measurable objective(s)/action steps which will be implemented to positively assist in reaching 90% of the State Adjusted Level of Performance for this measure.

Objective One:

(Text Box)

Action Step(s):

(Text Box)

Responsible Party (Name and Position Title)

(Text Box)

Completion Date for Objective:

(Text Box)

Objective Two (optional):

(Text Box)

Action Step(s):

(Text Box)

Responsible Party (Name and Position Title)

(Text Box)

Completion Date for Objective:

(Text Box)

Objective Three (optional):

(Text Box)

Action Step(s):

(Text Box)

Responsible Party (Name and Position Title)

(Text Box)

Completion Date for Objective:

(Text Box)

- 8) Mid-Year Narrative: Provide a mid-year progress report/status update for all objectives developed to address this performance measure. Due: May 15th

(Text Box)



GUIDANCE ON CAREER AND TECHNICAL EDUCATION TEACHER CERTIFICATION

Approved by the State Board of Education on February 26, 2018

Introduction

The State Board of Education has adopted rules regarding the certification of individuals as career and technical education teachers. The relevant provisions can be found in R7-2-612 and R7-2-612.01 Career and Technical Education Teaching Certificates. Rules are posted on the State Board of Education website at <https://azsbe.az.gov/rules>

Pathways to CTE Teacher Certification

Under current Board rules, numerous pathways are recognized for CTE teacher certification as highlighted below:

| Standard Career and Technical Education (CTE) Certificates R7-2-612 A valid fingerprint clearance card issued by the Arizona Department of Public Safety. AND | | | |
|--|--|---|--|
| Option A | Option B | Option C | Option D |
| (1) A bachelor's or more advanced degree in the specified CTE field of study from an accredited institution. (2) Thirty semester hours of courses in the specified CTE field of study. (3) Two hundred forty clock hours of verified work experience in the specified CTE occupational area. Hours may have been accumulated before obtaining a certification. | (1) A valid Arizona provisional or standard teaching certificate for teachers in Birth through grade 12 (2) One year of the most recent teacher evaluation(s) exhibiting satisfactory performance in the classroom. (3) Three semester hours of courses in professional knowledge in career and technical education (4) Two hundred forty clock hours of verified work experience in the specified CTE occupational area. Hours may have been accumulated before obtaining a certification. | (1) Six thousand clock hours of verified work experience in an occupational area. | (1) A bachelor's or more advanced degree that included completion of a Board approved teacher preparation program in the CTE field of study or from an accredited institution offering substantially similar training (2) Two hundred forty clock hours of verified work experience in the specified occupational area. |
| ADDITIONAL REQUIREMENTS – AT TIME OF CERTIFICATION OR WITHIN THREE YEARS* | | | |
| 1) Within three years, complete fifteen semester hours of courses in professional knowledge in career and technical education 2) Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher | 1) Within three years, complete nine semester hours of subject knowledge courses in the CTE field of study 2) Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers or | 1) Within three years, complete fifteen semester hours of courses in professional knowledge in career and technical education 2) Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher | 1) Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers or qualification for a |

| | | | |
|---|--|---|--|
| Proficiency Assessment for secondary teachers or qualification for a waiver of this assessment 3) U.S. and Arizona Constitution requirements | qualification for a waiver of this assessment 3) U.S. and Arizona Constitution requirements | Proficiency Assessment for secondary teachers or qualification for a waiver of this assessment 3) U.S. and Arizona Constitution requirements | waiver of this assessment 2) U.S. and Arizona Constitution requirements |
|---|--|---|--|

Standard Specialized Career and Technical Education (CTE) Certificates

R7-2-612.01

A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

AND

Verification of five years of work experience in the specified CTE occupational area

AND

Demonstration of expertise in the specified CTE area through one of the following FIVE options:

| Option One | Option Two | Option Three | Option Four | Option Five |
|--|--|---|---|--|
| A Bachelor's master's or doctoral degree in the specified CTE area | A Bachelor's or more advanced degree and completion of twenty-four semester hours of coursework in the specified CTE area; | An Associate's degree in the specified CTE area | An industry certification, license, or credential in the specified CTE area approved by the appropriate Department of Education | Verified teaching experience for the last two consecutive years, and for a total of at least three years at one or more accredited postsecondary institutions in a subject that is specific to the CTE course being taught |

***Professional Knowledge Coursework Requirements**

Regarding additional professional knowledge coursework requirements, hours may be obtained prior to issuance of the standard career and technical education certificate in the specified CTE field of study. Fifteen clock hours equals one semester hour. Hours may also be obtained through Department or Board-CTE approved professional development. Courses in career and technical education professional knowledge include any of the following areas: principles/philosophy of career and technical education, developmentally appropriate instructional delivery, facilitation and methodologies, instructional technology, instructional design and lesson planning, including modifications and accommodations, assessing, monitoring and reporting progress, the learning environment, including classroom management, teaching students with exceptionalities, or professional responsibility and ethical conduct.

Definitions

For purposes of this document, the following definitions apply:

1. "Agriculture" means agriculture, agriculture operations, and related sciences; natural resources and conservation; environmental design; landscape architecture; agricultural biological engineering; forest engineering, biological and biomedical sciences; parks, recreation and leisure facilities management; geological and earth sciences/geosciences; veterinary/animal health technician/veterinary assistant; environmental health; and veterinary medicine as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165), U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 01, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This

incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

2. "Business and Marketing" means computer and information sciences and support services; accounting and computer information services; business/commerce, general; business administration, management and operations; accounting; business operations support and assistant services; business/corporate communications; business/managerial economics; entrepreneurial and small business operations; finance and financial management services; hospitality administration/management; human resources management and services; international business; management information systems and services; management sciences and quantitative methods; marketing; real estate; taxation; insurance; general sales, merchandising and related marketing operations; specialized sales, merchandising and marketing operations; and business, management, marketing and related support services, other as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165), U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 52, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education, located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.
3. "Career and Technical Education Field of Study" or "CTE Field of Study" means a field of study in any of the areas identified in subsections B(1), B(2), B(4), B(5), B(6) and B(7) relating to Agriculture, Business and Marketing, Family and Consumer Sciences, Health Careers, Industrial and Emerging Technologies or Education and Training.
4. "Education and Training" means all occupational areas of secondary education and teaching; junior high/intermediate/middle school education and teaching; elementary education and teaching; kindergarten/preschool education and teaching; early childhood education and teaching; adult education and teaching; and special education as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 13, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.
5. "Family and Consumer Sciences" means culinary arts; kindergarten/preschool education and teaching; early childhood education and teaching; family and consumer sciences/human sciences; nutrition sciences; interior design; hospitality administration/management; fashion merchandising; fashion modeling; apparel and accessories marketing operations; tourism and travel services marketing operations; tourism promotion operations; and hospitality and recreation marketing operations as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 19, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of

Education, located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

6. "Health Careers" means exercise physiology; kinesiology and exercise science; medical/clinical assistant; clinical/medical laboratory assistant; pharmacy technician/assistant; medical radiologic technology/science-radiation therapist; radiologic technology/science-radiographer; physician assistant; athletic training/trainer; clinical/medical laboratory technician; clinical laboratory science/medical technology/technologist; phlebotomy/phlebotomist; medicine; nursing/registered nurse; osteopathic medicine/osteopathy; pharmacy; physical therapy/therapist; and kinesiotherapy/kinesiotherapist as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 51, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.
7. "Industrial and Emerging Technologies" means audiovisual communications technologies/technicians; graphic communications; cosmetology and personal grooming services; electrical engineering technologies/technicians; electromechanical instrumentation and maintenance technologies/technicians; environmental control technologies/technicians; industrial production technologies/technicians; quality control and safety technologies/technicians; mechanical engineering related technologies/technicians; mining and petroleum technologies/technicians; construction engineering technologies; engineering-related technologies; computer engineering technologies/technicians; drafting/design engineering technologies/technicians; security and protective services; mason/masonry; carpenters; electrical and power transmission installers; building/construction finishing, management and inspection; electrical/electronics maintenance and repair technology; heating, air conditioning, ventilation and refrigeration maintenance technology/technician; heavy/industrial equipment maintenance technologies; precision systems maintenance and repair technologies; vehicle maintenance and repair technologies; precision metal working; construction/heavy equipment/earthmoving equipment operation; design and visual communications, general; commercial and advertising art; industrial design; commercial photography; and visual performing arts as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Codes 10, 12, 15, 41, 43, 46, 47, 48, 49, and 50, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.
8. "Occupational Area" means employment in any of the areas identified in these definitions relating to Agriculture, Business and Marketing, Education and Training, Family and Consumer Sciences, Health Careers, or Industrial and Emerging Technologies.
9. "Professional Knowledge" means the art of teaching including the knowledge and skills necessary for instructional planning, delivery and evaluation in a career and technical education setting.
10. "Subject Knowledge" means the information, understanding and skills specific to the broad occupational area.

11. "Verified Work Experience: means work experience identified in the submission of a resume verified by a hiring superintendent or personnel director at the public school or the Department of Education which demonstrated knowledge or skill relevant to an approved CTE program occupational area relating to Agriculture, Business and marketing, Education and Training, Family and Consumer Sciences, Health Careers, or industrial and Emerging Technologies.

Further Information

For further information on CTE Teacher Certification, please contact the ADE Certification Unit at certification@azed.gov or (602) 542-4367.

Appendix M: Postsecondary Certification Rules

Qualifications Standards

The minimum qualifications standards for both full time and adjunct teaching faculty are largely based on course classification: Academic (Transfer); Developmental; Occupational/Workforce.

In most cases, a master's degree is required to teach Academic (Transfer) courses that are designed to transfer to other colleges and universities, a bachelor's degree is required to teach Developmental level courses, and to teach Occupational/Workforce courses requires some combination of academic and/or professional preparation and work experience. For some disciplines, there are exceptions to these general requirements, or additional requirements must be met.

Academic (Transfer)

- **Master's degree in the field of study or**
- **Master's degree in any field with 18 graduate semester hours in the field of study or**
- **In-progress doctoral dissertation (proposal defended) in any discipline and 24 graduate semester hours in the field of study.**

Developmental

- **Same qualifications as those listed for Academic or**
- **Bachelor's degree in the field of study or**
- **Bachelor's degree in any field with 24 lower and/or upper division semester credit hours in the field of study.**

Occupational/Workforce

- **Same qualifications as those listed for Academic or**
- **Bachelor's degree in the field of study or**
- **Bachelor's degree in any field and 3 years of work experience in the field or**
- **Associate's degree in any field and 5 years of work experience in the field or**
- **64 semester credit hours in the field of study and 5 years of work experience in the field or**
- **Industry-recognized certification in the field of study and 5 years of work experience in the field or**
- **License in the field of study and 5 years of work experience in the field.**

Degrees and coursework used to meet these standards should be from colleges or universities accredited by any of the following regional accreditation commissions:

- **The Higher Learning Commission**
- **Middle States Association of Colleges and Schools**
- **New England Association of Schools and Colleges, Inc.**
- **Northwest Commission on Schools, Colleges and Universities**
- **Southern Association of Colleges and Schools**
- **Western Association of Schools and Colleges.**



CRITERIA FOR ACCREDITATION

ADOPTED REVISIONS

EFFECTIVE SEPTEMBER 2020

BACKGROUND

The Higher Learning Commission (HLC) is required by federal regulations and its own policies to initiate a substantive review of its Criteria for Accreditation every five years. Throughout the last two years, HLC conducted an internal analysis, held listening sessions, and analyzed the rigor of team reports, trends across interim reporting and feedback from a survey of member institutions and peer reviewers. These efforts resulted in the alpha version of a Criteria revision, which was published in March 2018. Adjustments were made to the draft Criteria language based on feedback from HLC's membership. A beta version was sent to HLC's Board of Trustees in November 2018 and approved as a proposed policy on first reading. HLC received further input from member institutions and peer reviewers regarding the beta version and made minor changes based on those comments. The final version of the revised Criteria was adopted by the Board at its February 2019 meeting. The new Criteria will go into effect on September 1, 2020.

During the coming year, HLC will provide training opportunities for institutions and peer reviewers to learn how to provide evidence for and apply the revised Criteria in accreditation reviews. During the 2019–20 academic year, HLC also will begin transitioning institutions in the Assurance System to a new Assurance Argument template based on the revised Criteria.

REVISED CRITERIA FOR ACCREDITATION

The revised Criteria for Accreditation were adopted by HLC's Board of Trustees on February 28, 2019. They are effective September 1, 2020. To review the changes made to the current Criteria in this revision, visit hlcommission.org/adopted-policies. The current Criteria are available at hlcommission.org/criteria.

The Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation. They are as follows:

CRITERION 1. MISSION

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Components

1.A. The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

1.B. The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating

financial returns for investors, contributing to a related or parent organization, or supporting external interests.

3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally-connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

CRITERION 2. INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT

The institution acts with integrity; its conduct is ethical and responsible.

Core Components

2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

2.B. The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic

offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

CRITERION 3. TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT

The institution provides quality education, wherever and however its offerings are delivered.

Core Components

3.A. The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops

skills and attitudes that the institution believes every college-educated person should possess.

3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multi-cultural world.
4. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning; and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities are appropriately qualified, trained and supported in their professional development.

3.D. The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

3. The institution provides academic advising suited to its offerings and the needs of its students.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections, as appropriate to the institution's offerings).

CRITERION 4. TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose

measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

CRITERION 5. INSTITUTIONAL EFFECTIVENESS, RESOURCES AND PLANNING

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Core Components

5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

5.B. The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

5.C. The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

CROSSWALKS BETWEEN THE CURRENT AND REVISED CRITERIA

The revisions to the Criteria included some reorganization of the Core Components. The charts below map these changes. Broadly, the reorganized Core Components include the following:

- Core Component 1.B. was merged into Core Component 1.A.
- Core Component 1.D. was renumbered as Core Component 1.B.
- Concepts from Core Component 3.E. were added to Core Component 2.B.
- Core Component 5.A. was renumbered as Core Component 5.B, and Core Component 5.B. was renumbered as Core Component 5.A.
- Core Component 5.D. was merged into Core Component 5.C.

FROM THE CURRENT CRITERIA TO THE REVISED CRITERIA

| Current Criteria | Revised Criteria |
|--------------------|------------------|
| Criterion 1 | |
| 1.A. | 1.A. |
| 1.B. | 1.A. |
| 1.C. | 1.C. |
| 1.D. | 1.B. |
| Criterion 2 | |
| 2.A. | 2.A. |
| 2.B. | 2.B. |
| 2.C. | 2.C. |
| 2.D. | 2.D. |
| 2.E. | 2.E. |
| Criterion 3 | |
| 3.A. | 3.A. |
| 3.B. | 3.B. |
| 3.C. | 3.C. |
| 3.D. | 3.D. |
| 3.E. | 2.B. |
| Criterion 4 | |
| 4.A. | 4.A. |
| 4.B. | 4.B. |
| 4.C. | 4.C. |
| Criterion 5 | |
| 5.A. | 5.B. |
| 5.B. | 5.A. |
| 5.C. | 5.C. |
| 5.D. | 5.C. |

FROM THE REVISED CRITERIA TO THE CURRENT CRITERIA

| Revised Criteria | Current Criteria |
|--------------------|------------------|
| Criterion 1 | |
| 1.A. | 1.A. and 1.B. |
| 1.B. | 1.D. |
| 1.C. | 1.C. |
| Criterion 2 | |
| 2.A. | 2.A. |
| 2.B. | 2.B. and 3.E. |
| 2.C. | 2.C. |
| 2.D. | 2.D. |
| 2.E. | 2.E. |
| Criterion 3 | |
| 3.A. | 3.A. |
| 3.B. | 3.B. |
| 3.C. | 3.C. |
| 3.D. | 3.D. |
| Criterion 4 | |
| 4.A. | 4.A. |
| 4.B. | 4.B. |
| 4.C. | 4.C. |
| Criterion 5 | |
| 5.A. | 5.B. |
| 5.B. | 5.A. |
| 5.C. | 5.C. and 5.D. |

GLOSSARY OF CRITERIA TERMINOLOGY

This glossary explains how these words are used within the Criteria for Accreditation. Its intent is not to prescribe how institutions must use a particular word or phrase locally, but rather to offer a means to ensure a consistent reading of the meaning and expectations of the Criteria for Accreditation. It is not part of the Criteria policy and will be updated as needed to respond to questions and feedback from institutions and peer reviewers.

“NEW” indicates definitions written for the revised version of the Criteria based on feedback from the membership. Other terms are from the 2013 Criteria glossary.

NEW / ACADEMIC FREEDOM (2.D.)

The ability to engage differences of opinion, evaluate evidence and form one’s own grounded judgments about the relative value of competing perspectives. This definition implies not just freedom from constraint but also freedom for faculty, staff and students to work within a scholarly community to develop intellectual and personal qualities.

NEW / ACADEMIC OFFERINGS

Any educational experience offered at an institution for academic credit. This includes, but is not limited to, degree and certificate programs and courses.

NEW / APPROPRIATE TO HIGHER EDUCATION (3.A.)

Curricular and cocurricular programming of the quality and rigor for the degree level that prepares students to think critically and function successfully. It is distinctly different from K-12 education.

NEW / AUTONOMOUS (2.C.)

The institution’s governing board acts independently of any other entity in determining the course of direction and policies for the institution.

AUXILIARY (2.A.)

Activities and services related to, but not intrinsic to, educational functions: dining services, student housing, faculty or staff housing, intercollegiate athletics, student stores, a Public Radio station, etc. In many institutions, “auxiliary” simultaneously denotes a segregated budget and dedicated revenues.

NEW / CAPACITY (1.A., 5.C.)

An institution’s ability to effectively deliver its educational offerings. Determining capacity refers to

an institution’s demonstrable ability to establish and maintain academic quality. Indicators of sufficient capacity may include, but are not limited to, the following:

- Financial resources to support academic offerings at start-up and in the future.
- Evidence of planning that allocates necessary resources and shows ongoing development.
- Alignment of academic offerings with the institution’s mission and evidence of the institution’s long-term commitment.
- Evidence of new or revised policies and procedures that demonstrate commitment and sustainability.
- Qualified faculty and staff to serve students.
- Learning environments (whether classrooms, laboratories, studios or online infrastructure) with technological resources and equipment.
- Print and electronic media and support for the access and use of the technological resources across modalities.

NEW / CIVIC ENGAGEMENT (1.C.)

Community service or any number of other efforts (by individuals or groups) intended to address issues of public or community concern.

NEW / COCURRICULAR (3.C., 4.B.)

Learning activities, programs and experiences that reinforce the institution’s mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc.

UPDATED / CONTROL (2.B.)

The entity that is responsible for the fiscal and operational oversight of an institution and its programs. Control also includes the structure and organizational arrangements of an institution. Examples include, but are not limited to, the following:

- The state board or agency that oversees a public university.
- The board of trustees that oversees a private, nonprofit college.
- The parent corporation of a private, for-profit college.
- The public board authorized by Congress to oversee an institution under federal control.
- Religious bodies and tribal councils.

DUAL CREDIT (3.C., 4.A.)

Courses taught to high school students for which the students receive both high school credit and college credit. These courses or programs are offered under a variety of names; the Core Components that refer to “dual credit” apply to all of them as they involve the accredited institution’s responsibility for the quality of its offerings.

NEW / GOOD PRACTICE (4.B., 4.C.)

Practice that is based in the use of processes, methods and measures that have been determined to be successful by empirical research, professional organizations and/or institutional peers.

NEW / INFORMED CITIZENSHIP (1.C.)

Having sufficient and reliable information about issues of public concern and having the knowledge and skills to make reasonable judgments and decisions about them.

NEW / OPERATIONAL STAFF (5.B.)

Personnel who support the academic enterprise, such as those who may work in the areas of finance, human resources, facilities, dining/catering, information technology, planning, security, student services, academic support, etc.

PUBLIC (1.A.)

In phrases such as “makes available to the public” or “states publicly,” this refers to people in general, including current and potential students. In phrases such as “the public good,” the Criteria refer to public, as opposed to private, good.

NEW / PUBLIC INFORMATION (1.A.)

Information publicly available on websites or other materials that are available freely to the public, without having to ask specifically for it.

NEW / STUDENT OUTCOMES (5.C.)

Education-specific results to measure against the objectives or standards for the educational offerings. Examples could be results from licensure or standardized exams, course and program persistence, graduation rates and workforce data.

NEW / SUPERORDINATE ENTITY (1.B.)

An entity situated hierarchically above the institution, which includes but is not limited to state boards, private owners, corporate parents, Tribal councils or religious denominations.

NEW / UNDUE INFLUENCE (2.C.)

Overreach, suspicious transactions and relationships that are exclusive (without oversight) that could yield influence over the institution’s governing board.

WHEREVER AND HOWEVER DELIVERED (2.E., 5.B.)

All modes of delivery of academic offerings and all locations, modalities and venues, including but not limited to the main campus, additional locations, distance delivery, dual credit and contractual or consortial arrangements.

ASSURANCE SYSTEM TRANSITION

To facilitate the transition to the revised Criteria in the Assurance System, during the 2019–20 academic year HLC will begin moving institutions to a new Assurance Argument template that reflects the revised Criteria. The timing of the transition will be based on an institution's position within its accreditation cycle.

When an institution's existing Assurance Argument is moved into the new template, the narrative content automatically will be reorganized in the Assurance Argument template according to the crosswalk provided on page 7. For example, an institution's argument for Core Component 1.B. will be appended to its argument for Core Component 1.A. in the new template. Although the institution will have to adjust the content to account for changes to the Core Component statements and subcomponents, none of its previous Assurance Argument will be lost in the transition to the new Criteria. No changes will be made to the institution's Evidence File or Introduction.

TRANSITION PLAN

HLC will transition institutions into the new template based on their position within their accreditation cycle in the 2019–20 academic year. This process will begin in fall 2019. HLC will provide details about the transition closer to the time periods listed below.

Group 1

Institutions in Years 3 and 9 of Standard and Open Pathways and those with candidacy, biennial or initial accreditation evaluations in 2020–21 will be

transitioned to the new Criteria template by the end of the fall term in 2019. (Note: Institutions may still work in the Assurance System prior to the transition to the new template. Any narrative they enter will be reorganized in the new template according to the crosswalk on page 7.)

Group 2

Institutions in Years 1, 2, 5, 6, 7 and 8 of Standard and Open Pathways and those with candidacy, biennial or initial accreditation evaluations later than 2020–21 will be transitioned to the new Criteria template during spring 2020.

Group 3

Institutions in Years 4 and 10 of Standard and Open Pathways, Years 4 and 8 of AQIP Pathway, and those with candidacy, biennial, initial accreditation or sanction evaluations in 2019–20 will transition to the new Criteria template after final action is taken on their evaluation.