



CTE Administrators Meeting
November 7, 2024
8:00am – 11:30am
Sign-in begins at 8:00am
Meeting starts promptly at 8:30am
Prescott Resort - 1500 E State Rte. 69, Prescott AZ 86301

AGENDA

Welcome - Clarkdale/Cottonwood Rooms

Welcome and Introductions - Kevin

Program Services Update - Cindy

Technical Standards Update - Judy

Technical Skills Assessments Update - Cathy

Perkins - Trevor Stokes

BREAK

Partner Updates:

ACTEAZ/Premier Program Series - Stephen

AZCTECC - Jennifer

Project CHANGE - Maya

ACOVA - John

Closing - Kevin

**Next CTE Administrators Meeting will be at the ACTEAZ Mid-winter Conference
February 6, 2025 – Prescott**

Prescott Resort Conference Room Rates

Deluxe King Room: \$103 + tax; Deluxe 2 Queen Room: \$103 + tax

King Suite: \$123 + tax; 2 Queen Suite: \$123 + tax

Overflow Hotels

Hampton Inn Prescott: Double Queen/King at \$109.00 + tax

Hassayampa Inn: Guest Room at \$124 + tax a night or Suite at \$179 + tax



The Modernized National Career Clusters® Framework

Modernized National Career Clusters® Framework Released

There is big news for Career Technical Education (CTE) programs, professionals, and the learners they serve! Advance CTE has just released a modernized National Career Clusters® Framework that is intended to be an industry-driven, learner-centered, and inclusive roadmap for learners to explore and prepare for good jobs across the entire world of work.

The Framework has served as the foundation of CTE programs across the nation for more than two decades, but to meet the rapidly changing world of work and the skills and knowledge learners need to navigate and enter that world required a more modern and dynamic Framework. This is a chance to "open the floodgates" of innovation to maximize the benefit of the Framework for learners, education, and industry, according to Advance CTE Board of Directors President Thalea Longhurst.

Learn more about the Framework on the Career Clusters section of Advance CTE's [website - https://careertech.org/career-clusters/](https://careertech.org/career-clusters/).

What does this mean for us?

The Framework not only serves the 11.4 million learners in CTE but also informs all career pathway preparation programs and initiatives in both the public and private sectors to help learners access more personalized paths to living-wage jobs and gain skills for various careers. We will be working with:

- **CTE educators** to align, design, and deliver interdisciplinary programs, include stronger career exploration and advising models, and enhance the connection between in- and out-of-classroom experiences, such as work-based learning.
- **Industry and employers** to provide a robust pipeline of workers with a lifelong learning worldview whose interests, skills, and work-based experiences align with their hiring needs.
- **State CTE leaders** to make informed decisions about the improvement of their systems and design programs and experiences that are more responsive to industry and provide resources/guidance to local leaders that reflect the needs of today's workplace.
- **Local CTE educators, career advising professionals, and other staff** to employ the Framework and its many tools to support career exploration and decision-making to demonstrate the diversity of careers in the world of work or the breadth of careers within a given Career Cluster.
- **National organizations** that support workforce preparation to create new tools, resources, standards, and supports.

Purpose Statement and Key Terminology

Purpose Statement

The National Career Clusters® Framework provides structural alignment and a common language to bridge education and work, empowering each learner to explore, decide on, and prepare for dynamic and evolving careers.

Key Terminology

Cluster Groupings (6)

Large purpose-driven meta-sectors that help guide learners toward Clusters that are aligned with their interests, their sense of purpose, and the impact they want to make on their communities.

Career Clusters (14)

Industry sectors as defined by groupings from Standard Occupational Classification and North American Industry Classification System codes.

Sub-Clusters (72)

Major groupings of career areas within a given field that have similar skills as defined by industry area.

Cross-Cutting Clusters (3)

Clusters that are based on both sector-specific and contextualized functions instead of purely discrete industry sectors. These Clusters have both Sub-Clusters and implications for courses taken in all other Career Clusters.

Career Ready Practices (12)

The Career Ready Practices, built on a meta-analysis of over 30 different listings of general professional skills developed by industry and educational institutions, represent the skills needed to succeed in the modern workplace. . These practices should be embedded across the pre-kindergarten to workforce continuum.

Crosswalk From Old Framework to Modernized Framework—Clusters Only

Original Cluster	New Cluster
Agriculture, Food & Natural Resources	Agriculture
Architecture & Construction	Construction
Arts, A/V Technology & Communications	Arts, Entertainment, & Design
Business Management & Administration	Management & Entrepreneurship
Education & Training	Education
Finance	Financial Services
Government and Public Administration	COMBINED into Public Service & Safety
Health Science	COMBINED into Healthcare & Human Services
Hospitality and Tourism	Hospitality, Events & Tourism
Human Services	COMBINED INTO Healthcare & Human Services
Information Technology	Digital Technology
Law, Public Safety, Corrections & Security	COMBINED into Public Service & Safety
Manufacturing	Advanced Manufacturing
Marketing	Marketing & Sales
STEM	Removed —Engineering was primarily placed in Adv. Manufacturing
Transportation, Distribution and Logistics	Supply Chain & Transportation
None	Energy & Natural Resources

Caring for Communities

Education
 Early Childhood Development
 Education Administration & Leadership
 Learner Support & Community Engagement
 Teaching, Training, & Facilitation

Health Care & Human Services
 Behavioral & Mental Health
 Biotechnology Research & Development
 Community & Social Services
 Health Data & Administration
 Personal Care Services
 Physical Health

Public Service & Safety
 Emergency Response
 Judicial Systems
 Local, State, & Federal Services
 Military & National Security
 Public Safety

Building & Moving

Advanced Manufacturing
 Engineering
 Industrial Machinery
 Production & Automation
 Robotics
 Safety & Quality Assurance

Construction
 Architecture & Civil Engineering
 Construction Planning & Development
 Equipment Operation & Maintenance
 Skilled Trades

Supply Chain & Transportation
 Air & Space Transportation
 Ground & Rail Transportation
 Maintenance & Repair
 Marine Transportation
 Planning & Logistics
 Purchasing & Warehousing

Cross-Cutting Clusters

Digital Technology**
 Data Science & AI
 IT Support & Services
 Network Systems & Cybersecurity
 Software Solutions
 Unmanned Vehicle Technology
 Web & Cloud

Management & Entrepreneurship**
 Business Information Management
 Entrepreneurship & Small Business
 Leadership & Operations
 Project Management
 Regulation

Marketing & Sales**
 Market Research, Analytics, & Ethics
 Marketing & Advertising
 Retail & Customer Experience
 Strategic Sales

Creating & Experiencing

Arts, Entertainment, & Design
 Design & Digital Arts
 Fashion & Interiors
 Fine Arts
 Lighting & Sound Technology
 Media Production & Broadcasting
 Performing Arts

Hospitality, Events, & Tourism
 Accommodations
 Conferences & Events
 Culinary & Food Services
 Travel & Leisure

Cultivating Resources

Agriculture
 Agribusiness
 Agricultural Technology & Automation
 Animal Systems
 Food Science & Processing
 Plant Systems
 Water Systems

Energy & Natural Resources
 Clean & Alternative Energy
 Conservation & Land Management
 Ecological Research & Development
 Environmental Protection
 Resource Extraction
 Utilities

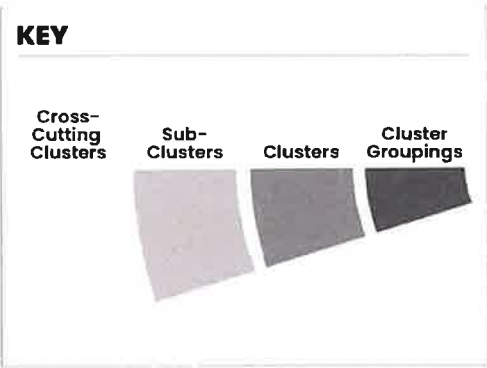
Investing in the Future

Financial Services
 Accounting
 Banking & Credit
 Financial Strategy & Investments
 Insurance
 Real Estate

****Cross-Cutting Clusters**
 Denote careers that overlap in all industries, highlighting the versatile and interconnected nature of today's workforce. These careers can stand on their own or be contextualized in each Cluster and emphasize the need for adaptability in navigating the modern economy.

Notes:
 Clusters are listed in alphabetical order. Clusters and Sub-Clusters represent the entire world of work (see definitions).
 Programs of study are simply illustrative and will be determined by state and local frameworks.

The Framework: Wheel View





Perkins V - Five Year Grant/Program Monitoring Schedule

Perkins and CTED (Central Programs)	Member Districts (Satellite Programs)	Rotation 1 SY25-26				
		Number of schools	Deadline for submission	Site visit schedule	Program Specialist Assigned	Charter school county
WEST-MEC		5	9/30/2025	Nov		
	Agua Fria	5	9/15/2025	Oct-Nov		
	Buckeye	3	9/16/2025	Oct-Nov		
	Deer Valley	7	10/24/2025	Dec-Jan-Feb		
	Dysart	5	10/10/2025	Nov		
	Gila Bend HS	1	9/17/2025	Oct-Nov		
	Glendale Union	10	10/24/2025	Dec-Jan-Feb		
	Nadaburg	1	10/14/2025	Nov		
	Paradise Valley	6	10/24/2025	Dec-Jan		
	Peoria	9	10/15/2025	Nov		
	Saddle Mountain	1	9/18/2025	Oct-Nov		
	Tolleson Union	8	9/19/2025	Oct-Nov		
	Wickenburg	1	10/16/2025	Nov		
Possible Non-CTED						
Arizona Center for Youth Resources (charter)	City View High School (Perkins only/Charter)	1	9/21/2025	Oct		Maricopa County
BASIS Phoenix (charter)	Basis Phoenix (Perkins only/Charter)	1	9/21/2025	Oct		Maricopa County
Bicentennial USD	Salome HS (Perkins only)	1	9/22/2025	Oct-Nov		Maricopa County
Freedom Preparatory Academy	(Perkins only/Charter)	1	9/21/2025	Oct		Maricopa county
Paragon Mgmt.(charter)	Paradise Honors (Perkins only/Charter)	1	9/21/2025	Oct		Maricopa County
Portable Practical Educational Preparation(charter)	AZ Insight Academy/AZ Virtual Academy	2	9/21/2025	Oct		Maricopa county
Ridgeline Academy, Inc.	Ridgeline Academy (Perkins only/Charter)	1	9/21/2025	Oct		Maricopa County
Trivium Preparatory Academy(charter)	Great Hearts Academies-Trivium Prep (Perkins only/Charter)	1	9/21/2025	Oct		Maricopa County
Western School of Science and Technology(charter)	Western School of Science and Technology, Inc.(Perkins only/Charter)	1	9/21/2025	Oct		Maricopa County
Total Number of Schools		67				

Charter school program compliance monitoring documentation must be emailed to the Charter Schools Board: charterschoolboard@asbcs.az.gov

Coherent Sequence must be reviewed each year due to changes in Perkins Grant recipients and inclusion of new entities

Number of schools may include online schools/alternative schools as reported in the ADE CTE Data portal



Perkins V - Five Year Grant/Program Monitoring Schedule

10/30/2024

Rotation 2 SY26-27							
Perkins and CTED (Central Programs)	Member Districts (Satellite Programs)	Number of schools	Deadline for submission	Site visit schedule	Program Specialist Assigned	Charter school county	
CVIT	ALL CENTRAL PROGRAMS			TBD in Fall 2025			
CVIT	Globe	1					
	Hayden-Winkelman	1					
	Miami	1					
	Ray USD	1					
	San Carlos	1					
	Superior	1					
CAVIAT	ALL CENTRAL PROGRAMS						
CAVIAT	Flagstaff	2					
	Fredonia-Moccasin	1					
	Grand Canyon	1					
	Page	1					
	Williams	1					
NATIVE	ALL CENTRAL PROGRAMS						
NATIVE	Chinle	1					
	Ganado	1					
	Kayenta (Mounumental Valley HS)	1					
	Pinon	1					
	Red Mesa	1					
	Sanders (Valley HS)	1					
	Tuba City	1					
	Window Rock	1					
Western Navajo Agency (Greyhills)	Greyhills Academy HS (Perkins only)	1					
Hopi Jr/Sr High School(CTED Only)	Hopi Jr/Sr High School(CTED Only)	1					
Shonto Prep Tech High School (CTED Only)	Shonto Prep Tech High School (CTED Only)	1					
NAVIT	ALL CENTRAL PROGRAMS						
NAVIT	Blue Ridge	1					
	Heber-Overgaard	1					
	Holbrook	1					
	Joseph City	1					
	Payson	1					
	Round Valley	1					
	Show Low	1					
	Snowflake	1					
	St Johns	1					
	Whiteriver (Alchesay HS)	1					
	Winslow	1					



Perkins V - Five Year Grant/Program Monitoring Schedule

10/30/2024

Rotation 2 SY26-27						
Perkins and CTED (Central Programs)	Member Districts (Satellite Programs)	Number of schools	Deadline for submission	Site visit schedule	Program Specialist Assigned	Charter school county
Non-CTED						
AAEC (Arizona Agribusiness & Equine Center)	AAEC-Estrella Mountain (Perkins only)(Charter Schools)					
	AAEC-Mesa	1				
	AAEC-Paradise Valley	1				
	AAEC-Prescott Valley	1				
	AAEC-Red Mountain	1				
	AAEC-South Mountain	1				
Total Number of Schools		39				

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 number of schools may include online schools/alternative schools as reported in the ADE CTE Data portal



Perkins V - Five Year Grant/Program Monitoring Schedule

10/30/2024

Rotation 3 SY27-28

Perkins and CTED (Central Programs)	Member Districts (Satellite Programs)	Number of schools	Deadline for submission	Site visit schedule	Program Specialist Assigned	Charter school county
				TBD in Fall 2026		
MICTED	ALL CENTRAL PROGRAMS					
MICTED	Ash Fork (MICTED)	1				
	Bagdad	1				
	Chino Valley	1				
	Humboldt	1				
	Mayer (MICTED)	1				
	Prescott	1				
	Seligman (MICTED)	1				
VACTE	ALL CENTRAL PROGRAMS					
	Camp Verde	1				
	Mingus Union	1				
Sedona-Oak Creek JUSD #9	Sedona Red Rock Junior/Senior High School	1				
Cottonwood-Oak Creek Elementary District	Cottonwood Education Services (Verde Tech)	1				
STEDY	ALL CENTRAL PROGRAMS					
	Antelope Union	1				
	Yuma Union	6				
WAVE	ALL CENTRAL PROGRAMS					
WAVE	Colorado River	2				
	Kingman	2				
	Lake Havasu	1				
Mohave Accelerated Learning Center	Mohave ALC	1				
	Parker	1				
Non-CTED						
Colorado City USD	El Capitan HS (Perkins only)	1				
Harvest Power Community Development Group	Harvest Prep Academy	1				Yuma county
Phoenix Union HSD	Phoenix Union all schools (Perkins only)	18				



Perkins V - Five Year Grant/Program Monitoring Schedule

10/30/2024

Rotation 3 SY27-28						
Perkins and CTED (Central Programs)	Member Districts (Satellite Programs)	Number of schools	Deadline for submission	Site visit schedule	Program Specialist Assigned	Charter school county
Total Number of Schools		45				

Charter school program compliance monitoring documentation must be emailed to the Charter Schools Board: charterschoolboard@asbcs.az.gov Coherent Sequence must be reviewed each year due to changes in Perkins Grant recipients and inclusion of new entities
Number of schools may include online schools/alternative schools as reported in the ADE CTE Data portal



Perkins V - Five Year Grant/Program Monitoring Schedule

10/30/2024

Rotation 4 SY28-29						
Perkins and CTED (Central Programs)+B3:H41	Member Districts (Satellite Programs)	number of schools	Deadline for submission	Site visit schedule	Program Specialist Assigned	charter school county
CAVIT		ALL CENTRAL PROGRAMS		TBD in Fall 2027		
CAVIT	Casa Grande Union	2				
	Coolidge	1				
	Florence	2				
	Maricopa	2				
	Santa Cruz Valley Union HS District (Eloy)	1				
EVIT		ALL CENTRAL PROGRAMS				
EVIT	Apache Junction (EVIT)	1				
	Cave Creek	1				
	Chandler	6				
	Fountain Hills (EVIT)	1				
	Gilbert	5				
	Higley	2				
	JO Combs	1				
	Mesa	7				
	Queen Creek	3				
	Scottsdale	5				
	Tempe Union	7				
Non-CTED						
American Leadership(charter)	American Leadership- (Perkins only)(Charter Schools)	3				Maricopa County
AZ Autisum Academy(PHX)(charter)	AZ Autisum Academy	1				Maricopa County
Career Success Schools	Robert L. Duffy High School/Tech Campus	2				Maricopa County
Heritage Academy Gateway (charter/CTED)	Heritage Academy	1				Maricopa County
Pan American Elementary Charter		1				Maricopa County
San TanMontessori (charter)	Charter District	1				Maricopa County



Perkins V - Five Year Grant/Program Monitoring Schedule

10/30/2024

Rotation 4 SY28-29						
Perkins and CTED (Central Programs)+B3:H41	Member Districts (Satellite Programs)	number of schools	Deadline for submission	Site visit schedule	Program Specialist Assigned	charter school county
Total Number of Schools		56				

Charter school program compliance monitoring documentation must be emailed to the Charter Schools Board: charterschoolboard@asbcs.az.gov Coherent Sequence must be reviewed each year due to changes in Perkins Grant recipients and inclusion of new entities.

Number of schools may include online schools/alternative schools as reported in the ADE CTE Data portal



Perkins V - Five Year Grant/Program Monitoring Schedule

Rotation 5 SY29-30						
Perkins and CTED (Central Programs)	Member Districts (Satellite Programs)	Number of schools	Deadline for submission	Site visit schedule	Program Specialist Assigned	Charter school county
CTD	ALL CENTRAL PROGRAMS			TBD in Fall 2028		
CTD	Benson	2				
	Bisbee	1				
	Bowie	1				
	Douglas	1				
	Patagonia	1				
	San Simon	1				
	Sierra Vista	1		91764	917649	
	St David	1				
	Tombstone	1				
	Valley Union (ElFrida)	1				
	Willcox	1				
GIFT	ALL CENTRAL PROGRAMS					
GIFT	Duncan	1				
	Ft Thomas	1				
	Morenci	1				
	Pima	1				
	Safford	2				
	Thatcher	1				
Pima JTED	ALL CENTRAL PROGRAMS					
	Ajo	1				
	Amphitheater	3				
	Catalina Foothills	1				
	Flowing Wells	2				
	Indian Oasis-Baboquivari	1				
	Mammoth-San Manuel	1				
	Marana	3				
	Nogales	2				
	Sahuarita	3				
	Santa Cruz Valley USD (Rio Rico HS)	1				
	Sunnyside	3				
	Tanque Verde	1				
	Tucson	13				
	Vail	6				
Non-CTED						
Nosotros, Inc(charter)	Nosotros Academy	1				Pima county
Arizona State School for the Deaf and Blind	Arizona State School for the Deaf and Blind (Tucson and Phoenix Campus)	2				
Total Number of Schools		63				

Charter school program compliance monitoring documentation must be emailed to the Charter Schools Board: charterschoolboard@asbcs.az.gov Coherent Sequence must be reviewed each year due to changes in Perkins Grant recipients and inclusion of new entities

Number of schools may include online schools/alternative schools as reported in the ADE CTE Data portal



CTED Central Only
 Perkins + Satellite
 Perkins Only

Arizona Department of Education
 Quality and Compliance Monitoring Document

(Changes Highlighted)

District/CTED Name _____

CTE Director/CTED Superintendent _____

CTE Program _____

CTE Program location _____

Teacher name(s) & Years teaching at site _____ / _____ / _____
 _____ / _____ / _____

Date monitored _____

Quality level achieved / ~~35~~ 29

Final compliance result / 12

Arizona Department of Education Quality Compliance Monitoring Document

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 yellow 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%

Foundational 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 criterions 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.

2025-2029 Monitoring Changes Highlighted

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
<p>a. The program curriculum shows evidence of: the technical standards, the professional skills, work based learning, CTSO integration, and academics integration being addressed in the program curriculum (curriculum must include ALL of the following)</p> <p><input type="checkbox"/> Technical standards</p> <p><input type="checkbox"/> Professional skills</p> <p><input type="checkbox"/> Work-based learning</p> <p><input type="checkbox"/> CTSO integration</p> <p><input type="checkbox"/> Academics integration (optional for non-Perkins CTED central)</p>		
<p>b. The curriculum allows for student application of technical skills meeting the 51% of required lab time.</p> <p><input type="checkbox"/> Lab schedules i.e., Calendar, scope and sequence, curriculum map</p>		
Quality Indicator	(1) Evident	(0) Not Evident
<p>c. Current program standards are publicly available and accessible to students, parents/guardians (as appropriate), partners and the public. (one upload if offered at multiple sites)</p> <p><input type="checkbox"/> Course syllabus / website / or other evidence please indicate:</p>		
<p>d. The program incorporates multiple forms of assessment, including performance-based assessment where students must demonstrate the application of their technical knowledge and skills. (per program site, exclude student information) (must include a minimum of two different examples from the following list:)(worth 2pts)</p> <p><input type="checkbox"/> TSA data results showing use of assessment program level report</p> <p><input type="checkbox"/> Performance rubrics</p> <p><input type="checkbox"/> Sample of assessments</p> <p><input type="checkbox"/> 3rd party credential attainment</p> <p><input type="checkbox"/> Sample of projects/work</p>		
District or CTED:		
e. A written plan is in place for review of curriculum based on data or changes in technical standards.		
<input type="checkbox"/> District Policy or a Narrative		
TOTAL POINTS EARNED FOR QUALITY		

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
<p>a. CTE program area meets appropriate state CTE area specific certification.</p> <p><input type="checkbox"/> Copy of valid CTE teacher(s) certificate or screenshot of OACIS page</p>		
Quality Indicator	(1) Evident	(0) Not Evident
<p>b. CTE teacher has professional development plan in place that include dates for professional development for report/certification. (must include ALL of the following)</p> <p><input type="checkbox"/> Professional Development log including completion dates and title (previous school year)</p> <p><input type="checkbox"/> Professional Development Plan anticipated for current monitoring school year (including dates and title)</p>		
<p>c. CTE teacher(s) has earned an appropriate industry certification to offer to students in the program, program specific externship, industry experience, earned an advanced degree, or National Board Certified Teacher. (must include at least one of the following)(within the last 5 years)</p> <p><input type="checkbox"/> Program specific Externship min 40 hours(within the last 5 years)</p> <p><input type="checkbox"/> Program specific Industry Employment (within the last 5 years)</p> <p><input type="checkbox"/> Industry Certificate(within the last 5 years)</p> <p><input type="checkbox"/> Program Specific advanced degree (AS, AA, BS, BA, MS, MA, PhD, Community College Certificate of Proficiency)(within the last 5 years)</p> <p><input type="checkbox"/> National Board Certification.</p>		
District or CTED:		
d. CTE teachers have access to resources and support to implement all elements of a high-quality program high quality – High-quality means meeting 90-100% of all quality indicators for a CTE program		
<input type="checkbox"/> District Narrative detailing training, PD, resources, or review		
e. A district or CTED professional development plan is in place to teach CTE staff and teachers how to use and analyze data for program improvement.		
<input type="checkbox"/> Specific district professional development plan		
TOTAL POINTS EARNED		

2025-2029 Monitoring Changes Highlighted

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, English learners, homeless, youth in or out of foster care, youth with a parent in armed forces, economically disadvantaged, single parent, or nontraditional, out-of-workforce).		
Compliance Indicator	Yes	No
<div style="border: 1px solid black; padding: 2px;">District or CTED:</div> <div style="background-color: yellow; padding: 2px;">a. Program is inclusive for special populations as drafted in Perkins.</div> <div style="padding: 2px;"><input type="checkbox"/> Data includes all special populations enrollment in program (optional for non-Perkins CTED central)</div>		
Quality Indicator	(1) Evident	(0) Not Evident
<div style="padding: 2px;">b. 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.</div> <div style="padding: 2px;"><input type="checkbox"/> Curriculum, instructional or assessment materials.</div> <div style="border: 1px solid black; padding: 2px;">District or CTED:</div> <div style="background-color: yellow; padding: 2px;">c. Career guidance or CTE recruitment materials 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)</div> <div style="padding: 2px;"><input type="checkbox"/> District or CTED professional development for staff on bias, equity and inclusion</div> <div style="padding: 2px;"><input type="checkbox"/> Recruiting materials and all events that recruit students are free from bias.</div> <div style="padding: 2px;"><input type="checkbox"/> Student registration materials free from bias</div> <div style="background-color: yellow; padding: 2px;">d. Supportive services and supplementary aids, including transportation are available to CTE students with disabilities as well as other members of special populations.</div> <div style="padding: 2px;"><input type="checkbox"/> Identify CTE specific district or CTED support services such as supplemental aids, transportation plan, instructional aids etc. (attach documentation)</div> <div style="background-color: yellow; padding: 2px;">d Appropriate actions are taken to eliminate barriers, provide support services and supplementary aids to extend learning experiences for CTE students (including special populations), such as work-based learning, CTSO participation and articulated credit.</div> <div style="padding: 2px;"><input type="checkbox"/> Narrative or District Policy</div>		
TOTAL POINTS EARNED FOR QUALITY		
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
<div style="border: 1px solid black; padding: 2px;">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.</div> <div style="padding: 2px;"><input type="checkbox"/> Individual program inventory spreadsheet</div>		
Quality Indicator	(1) Evident	(0) Not Evident
<div style="padding: 2px;">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)</div> <div style="padding: 2px;"><input type="checkbox"/> Equipment and facilities are clean and organized (images, video or visual review as appropriate)</div> <div style="padding: 2px;"><input type="checkbox"/> Equipment is set up and functional (images, video or visual review as appropriate)</div> <div style="padding: 2px;"><input type="checkbox"/> Review of facilities and equipment for safety (images, video or visual review as appropriate)</div> <div style="padding: 2px;"><input type="checkbox"/> Review of facilities for accessibility, adaptability (images, video or visual review as appropriate)</div> <div style="border: 1px solid black; padding: 2px;">District or CTED:</div> <div style="background-color: yellow; padding: 2px;">c. District or CTED provides appropriate use of facilities, equipment, technology and materials within the program.</div> <div style="padding: 2px;"><input type="checkbox"/> Observed in facilities (images, video or visual review as appropriate)</div> <div style="background-color: yellow; padding: 2px;">d. Processes are defined and resources provided to regularly inspect, update and replace facilities, equipment, technology and materials.</div> <div style="padding: 2px;"><input type="checkbox"/> District Policy, District maintenance schedule or narrative</div> <div style="background-color: yellow; padding: 2px;">e. Identify example(s) of the District or CTED working with program(s) to maximize student access to relevant facilities, equipment, technology or materials through partnerships or flexible delivery models as appropriate.</div> <div style="padding: 2px;"><input type="checkbox"/> Documentation attached</div>		
TOTAL POINTS EARNED FOR QUALITY		

2025-2029 Monitoring Changes Highlighted

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 program specific action items. (Motions, planned events, task list, etc.)		
Quality Indicator	(1) Evident	(0) Not Evident
b. Representatives of the CTE 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"/> Action items log completed during the year		
c. Partnerships for the program are formed with a diverse range of stakeholders who represent differing perspectives and provide support to the program in financial or technical ways to meet program goals. <input type="checkbox"/> Stakeholder list indicating contact information and position		
d. Partners support the program in financial or technical supportive ways to meet program goals. <input type="checkbox"/> Documented financial or technical support received.		
d. Partners help to evaluate the effectiveness of the program in preparing students for further education and careers. <input type="checkbox"/> Program level evaluation with documentation of partner input/recommendations (not CLNA)		
TOTAL POINTS EARNED FOR QUALITY		

6 Student Career Development		
This element addresses strategies that help students gain career knowledge and engage in education and career planning, 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 or CTED: a. District or CTED provides career exploration to the middle grades (anytime during 5-8th grade). (must include at least one of the following) (optional for non-Perkins CTED central programs) <input type="checkbox"/> Curriculum map <input type="checkbox"/> District or CTED schedule of career exploration activities <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"/> Website or syllabus includes extended learning experiences, i.e., work-based learning, CTSO participation, articulated credit. <input type="checkbox"/> Career center on campus with CTE evidence of career pathways including CTE program specific data on trends, pamphlets (such as brochures, apprenticeship info, banners, etc.) (images, video or visual review as appropriate)		
e. 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 or CTED resources for students <input type="checkbox"/> Career center on campus with CTE evidence of career pathways including CTE program specific data on trends, pamphlets (such as brochures, apprenticeship info, banners, etc.) (images, video or visual review as appropriate)		
District or CTED: d. Students in the program and their parents/guardians have access to current information on job search information, career center, online resources, and counselors. (must include at least one of the following) <input type="checkbox"/> Career center on campus with CTE evidence of career pathways including CTE program specific data on trends, pamphlets (such as brochures, apprenticeship info, banners, etc.) (images, video or visual review as appropriate) <input type="checkbox"/> Career center on campus <input type="checkbox"/> Career specialist or counselors 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 or CTED utilizes CTE funds to support counselor CTE related professional development. <input type="checkbox"/> Counselors are included in District or CTED CTE professional development and conferences		
TOTAL POINTS EARNED FOR QUALITY		

2025-2029 Monitoring Changes Highlighted

7 Career and Technical Student Organizations (CTSOs)

This element addresses state approved 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 CTOS opportunities for student skill and leadership development.

Compliance Indicator	Yes	No
<p>a. The CTOS local chapter is properly registered annually with their approved CTOS 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 submit ALL of the following to state CTOS Advisor, by individual CTE program) Select each box indicating that documentation have been submitted to the state advisor.</p> <p><input type="checkbox"/> 1. Membership Invoice from national or state office</p> <p><input type="checkbox"/> 2. Chapter bylaws and/or Constitution</p> <p><input type="checkbox"/> 3. List of Chapter officers</p> <p><input type="checkbox"/> 4. Local chapter advisor is CTE teacher</p> <p><input type="checkbox"/> 5. At least two different meetings with minutes</p> <p><input type="checkbox"/> 6. Program of work/leadership</p>		
Quality Indicator	(1) Evident	(0) Not Evident
<p>b. The Annual CTOS chapter award submission indicates: the chapter submitted and was awarded one of the following Quality Chapter Awards:</p> <p><input type="checkbox"/> 1. Participation in leadership conferences and leadership development activities Bronze = 1pt (FFA only = Superior Chapter)</p> <p><input type="checkbox"/> 2. Advocacy and marketing for CTOS Silver = 2pts (FFA only = Bronze National Chapter)</p> <p><input type="checkbox"/> 3. Participation in community service activities Gold = 3pts (FFA only = Silver/Gold National Chapter)</p> <p><input type="checkbox"/> 4. Participation in competitive events for students (either hosted at a local school using CTOS guidelines or a CTOS state sponsored competition).</p>		
TOTAL POINTS EARNED FOR QUALITY		

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
<p>a. Work-based learning experiences are accessible to every student at some point during the program.</p> <p><input type="checkbox"/> Course information or curriculum map indicating a type of WBL delivery model offered for the program</p>		
<p>b. Work-based learning experiences are supervised by appropriately certified CTE staff (not necessarily the program teacher) (Cooperative/diversified cooperative education requires cooperative endorsement.) (must include one of the following)</p> <p><input type="checkbox"/> CTE teacher certification</p> <p><input type="checkbox"/> CTE teacher certification with cooperative education endorsement</p>		
Quality Indicator	(1) Evident	(0) Not Evident
<p>c. Work-based learning experiences are provided through delivery methods that maximize meaningful work-based experiences. Indicate the following by documentation:</p> <p><input type="checkbox"/> Provide program specific, detailed explanation and examples of what occurs in the work-based learning.</p>		
<p>d. Requirements and procedures for work-based learning experiences are formalized following the AZ work based learning guide.</p> <p><input type="checkbox"/> Program specific requirements and procedures for work-based learning</p>		
<p>e. CTE Program specific per site annual report of WBL activities. (WBL must be relevant to the program and must include at least one of the following)</p> <p><input type="checkbox"/> Program specific annual report of work-based learning</p> <p><input type="checkbox"/> Annual report or summary of program specific description of accomplishments, number of opportunities, number of students participating and locations of WBL (i.e., simulations/projects, business name, school store, etc.)</p>		
TOTAL POINTS EARNED FOR QUALITY		

2025-2029 Monitoring Changes Highlighted

9 Data and Program Improvement at District or CTED 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 or CTED: Perkins Recipient- District Performance Measures OR CTED-per ARS 15.393.01A, Performance Profiles		
a. The District or CTED meets the state determined level of performance (SDLP) (must include ONE of the following)		
<input type="checkbox"/> District performance measures or CTED Performance Profiles - evidence showing attainment <input type="checkbox"/> Copy of improvement plan if SDLP not met		
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"/> Comprehensive local needs assessment as submitted in grant (CLNA) (CTED's excluded)		
Quality Indicator	(1) Evident	(0) Not Evident
c. Program meets state determined level of performance (SDLP or CTED Achievement Profile), (must include ALL of the following) (based on program SDLP current data available) Perkins Recipient Only		
<input type="checkbox"/> Data that includes all students 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 or CTED Achievement profile per 15-393.01A <input type="checkbox"/> Graduation Rate <input type="checkbox"/> Completion Rate <input type="checkbox"/> Technical Skills Assessment <input type="checkbox"/> Industry Credential or Community College Certificate earned <input type="checkbox"/> Placement		
District or CTED:		
d. CTE staff and teachers 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.		
<input type="checkbox"/> List of CTE staff and teachers with access to TSA data		
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.		
<input type="checkbox"/> Program improvement plan based on CLNA or TSA data		
f. A district or CTED 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 or CTED professional development plan for teachers that addresses analyzing and using data for Program improvement documentation, and attendance on the		
TOTAL POINTS EARNED FOR QUALITY		

2025-2029 Monitoring Changes Highlighted

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	1	
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 or CTED 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 1-9)	12	
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	4	
2. Prepared and Effective Program Staff	4	
3. Access and Equity	Change to 3 points	4
4. Facilities, Equipment, Technology and Materials	Change to 3 points	4
5. Business and Community Partnerships	Change to 3 points	4
6. Student Career Development	Change to 3 points	4
7. Career and Technical Student Organizations (CTSOs)	Change to 3 points	4
8. Work-based Learning	Change to 2 points	3
9. Data and Program Improvement at District or CTED level meets all elements of an approved program (Compliance Indicator for Perkins only Recipients)	4	
TOTAL QUALITY POINTS	Change to 29 points	35

OVERALL QUALITY PERCENTAGE SCORE	%
Not achieved: 69% and below Foundational: 70% to 79% Proficient: 80% to 89% Distinguished: 90% and Above	



- CTED Central Only
- Perkins + Satellite
- Perkins Only

Arizona Department of Education Quality and Compliance Monitoring Document

Final Copy

District/CTED Name _____

CTE Director/CTED Superintendent _____

CTE Program _____

CTE Program location _____

Teacher name(s) & Years teaching at site _____ / _____ / _____

/ /

/ /

Date monitored _____

Quality level achieved _____ / 29

Final compliance result _____ / 12

Arizona Department of Education Quality Compliance Monitoring Document

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 yellow 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%

Foundational 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 criterions 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.

2025-2029 Final Monitoring Document

1. Standards-Aligned and Integrated Curriculum and Engaging Instruction <small>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.</small>		
Compliance Indicator	Yes	No
a. The program curriculum shows evidence of: the technical standards, the professional skills, work based learning, CTSO integration, and academics integration being addressed in the program 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"/> CTSO integration <input type="checkbox"/> Academics integration (optional for non-Perkins CTED central)		
b. The curriculum allows for student application of technical skills meeting the 51% of required lab time. <input type="checkbox"/> Lab schedules i.e., Calendar, scope and sequence, curriculum map		
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. (one upload if offered at multiple sites) <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. (per program site, exclude student information) (must include a minimum of two different examples from the following list:)(worth 2pts) <input type="checkbox"/> TSA data results showing use of assessment program level report <input type="checkbox"/> Performance rubrics <input type="checkbox"/> Sample of assessments <input type="checkbox"/> 3rd party credential attainment <input type="checkbox"/> Sample of projects/work		
District or CTED:		
e. A written plan is in place for review of curriculum based on data or changes in technical standards.		
<input type="checkbox"/> District Policy or a Narrative		
TOTAL POINTS EARNED FOR QUALITY		

2. Prepared and Effective Program Staff <small>This element addresses the qualifications and professional development of program staff, including secondary CTE teachers.</small>		
Compliance Indicator	Yes	No
a. CTE program area meets appropriate state CTE area specific certification. <input type="checkbox"/> Copy of valid CTE teacher(s) certificate or screenshot of OACIS page		
Quality Indicator	(1) Evident	(0) Not Evident
b. CTE teacher has professional development plan in place that include dates for professional development for report/certification. (must include ALL of the following) <input type="checkbox"/> Professional Development log including completion dates and title (previous school year) <input type="checkbox"/> Professional Development Plan anticipated for current monitoring school year (including dates and title)		
c. CTE teacher(s) has earned an appropriate industry certification to offer to students in the program, program specific externship, industry experience, earned an advanced degree, or National Board Certified Teacher. (must include at least one of the following)(within the last 5 years) <input type="checkbox"/> Program specific Externship min 40 hours(within the last 5 years) <input type="checkbox"/> Program specific Industry Employment (within the last 5 years) <input type="checkbox"/> Industry Certificate(within the last 5 years) <input type="checkbox"/> Program Specific advanced degree (AS, AA, BS, BA, MS, MA, PhD, Community College Certificate of Proficiency)(within the last 5 years) <input type="checkbox"/> National Board Certification.		
District or CTED:		
d. CTE teachers have access to resources and support to implement all elements of a high-quality program high quality – High-quality means meeting 90-100% of all quality indicators for a CTE program		
<input type="checkbox"/> District Narrative detailing training, PD, resources, or review		
e. A district or CTED professional development plan is in place to teach CTE staff and teachers how to use and analyze data for program improvement.		
<input type="checkbox"/> Specific district professional development plan		
TOTAL POINTS EARNED		

2025-2029 Final Monitoring Document

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, English learners, homeless, youth in or out of foster care, youth with a parent in armed forces, economically disadvantaged, single parent, or nontraditional, out-of-workforce).		
Compliance Indicator	Yes	No
District or CTED: a. Program is inclusive for special populations as drafted in Perkins. <input type="checkbox"/> Data includes all special populations enrollment in program (optional for non-Perkins CTED central)		
Quality Indicator	(1) Evident	(0) Not Evident
b. 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. <input type="checkbox"/> Curriculum, instructional or assessment materials.		
District or CTED: c. Career guidance or CTE recruitment materials 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 or CTED professional development for staff on bias, equity and inclusion <input type="checkbox"/> Recruiting materials and all events that recruit students are free from bias. <input type="checkbox"/> Student registration materials free from bias		
d. Appropriate actions are taken to eliminate barriers, provide support services and supplementary aids to extend learning experiences for CTE students (including special populations), such as work-based learning, CTSO participation and articulated credit. <input type="checkbox"/> Narrative or District Policy		
TOTAL POINTS EARNED FOR QUALITY		

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, align to technical standards and the program objective. <input type="checkbox"/> Individual program inventory spreadsheet		
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"/> Equipment and facilities are clean and organized (images, video or visual review as appropriate) <input type="checkbox"/> Equipment is set up and functional (images, video or visual review as appropriate) <input type="checkbox"/> Review of facilities and equipment for safety (images, video or visual review as appropriate) <input type="checkbox"/> Review of facilities for accessibility, adaptability (images, video or visual review as appropriate)		
District or CTED: c. District or CTED provides appropriate use of facilities, equipment, technology and materials within the program. <input type="checkbox"/> Observed in facilities (images, video or visual review as appropriate)		
d. Processes are defined and resources provided to regularly inspect, update and replace facilities, equipment, technology and materials. <input type="checkbox"/> District Policy, District maintenance schedule or narrative		
TOTAL POINTS EARNED FOR QUALITY		

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 program specific action items. (Motions, planned events, task list, etc.)		
Quality Indicator	(1) Evident	(0) Not Evident
b. Representatives of the CTE 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"/> Action items log completed during the year		
c. Partnerships for the program are formed with a diverse range of stakeholders who represent differing perspectives and provide support to the program in financial or technical ways to meet program goals. <input type="checkbox"/> Stakeholder list indicating contact information and position		
d. Partners help to evaluate the effectiveness of the program in preparing students for further education and careers. <input type="checkbox"/> Program level evaluation with documentation of partner input/recommendations (not CLNA)		
TOTAL POINTS EARNED FOR QUALITY		

2025-2029 Final Monitoring Document

6 Student Career Development		
This element addresses strategies that help students gain career knowledge and engage in education and career planning, 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 or CTED: a. District or CTED provides career exploration to the middle grades (anytime during 5-8th grade); (must include at least one of the following) (optional for non-Perkins CTED central programs) <input type="checkbox"/> Curriculum map <input type="checkbox"/> District or CTED schedule of career exploration activities		
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"/> Website or syllabus includes extended learning experiences, i.e., work-based learning, CTSO participation, articulated credit. <input type="checkbox"/> Career center on campus with CTE evidence of career pathways including CTE program specific data on trends, pamphlets (such as brochures, apprenticeship info, banners, etc.) (images, video or visual review as appropriate)		
District or CTED: c. Students in the program and their parents/guardians have access to current information on job search information, career center, online resources, and counselors. (must include at least one of the following) <input type="checkbox"/> Career center on campus with CTE evidence of career pathways including CTE program specific data on trends, pamphlets (such as brochures, apprenticeship info, banners, etc.) (images, video or visual review as appropriate) <input type="checkbox"/> Career specialist or counselors are available to assist students		
d. 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 or CTED utilizes CTE funds to support counselor CTE related professional development. <input type="checkbox"/> Counselors are included in District or CTED CTE professional development and conferences		
TOTAL POINTS EARNED FOR QUALITY		

7 Career and Technical Student Organizations (CTSOs)		
This element addresses state approved CTSOs, 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 submit ALL of the following to state CTSO Advisor, by individual CTE program) Select each box indicating that documentation have been submitted to the state advisor. <input type="checkbox"/> 1. Membership Invoice from national or state office <input type="checkbox"/> 2. Chapter bylaws and/or Constitution <input type="checkbox"/> 3. List of Chapter officers <input type="checkbox"/> 4. Local chapter advisor is CTE teacher <input type="checkbox"/> 5. At least two different meetings with minutes <input type="checkbox"/> 6. Program of work/leadership		
Quality Indicator	(1) Evident	(0) Not Evident
b. The Annual CTSO chapter award: the chapter submitted and was awarded one of the following Quality Chapter Awards: <input type="checkbox"/> Bronze = 1pt (FFA only = Superior Chapter) <input type="checkbox"/> Silver = 2pts (FFA only = Bronze National Chapter) <input type="checkbox"/> Gold = 3pts (FFA only = Silver/Gold National Chapter)		
TOTAL POINTS EARNED FOR QUALITY		