

CTED Central Only ☐  
Perkins + Satellite ☐  
Perkins Only ☐



## Arizona Department of Education Quality and Compliance Monitoring Document

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

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%

**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
<div> <div>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.(one upload if offered at multiple sites) (curriculum must include ALL of the following)</div> <div> <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 </div> </div> <div> <div>b. The curriculum allows for student application of technical skills meeting the 51% of required lab time.</div> <div> <input type="checkbox"/> Lab schedules/Calendar </div> </div>			
Quality Indicator		(1) Evident	(0) Not Evident
<div> <div>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)</div> <div> <input type="checkbox"/> Course syllabus / website / or other evidence please indicate: </div> </div> <div> <div>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 of the following)</div> <div> <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 </div> </div> <div>District:</div> <div> <div>e. A written plan is in place for review of curriculum based on data or changes in technical standards. (attach documentation)</div> <div> <input type="checkbox"/> Document attached </div> </div>			
TOTAL POINTS EARNED FOR QUALITY			

Notes:

<b>2. Prepared and Effective Program Staff</b> <b>This element addresses the qualifications and professional development of program staff, including secondary CTE teachers.</b>			
<b>Compliance Indicator</b>		Yes	No
a. CTE teacher(s) meets appropriate state CTE area specific certification. <input type="checkbox"/> Copy of valid CTE teacher(s) certificate			
<b>Quality Indicator</b>		(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 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 (within the last 5 years) <input type="checkbox"/> Industry Certificate <input type="checkbox"/> Advanced degree (AS, AA, BS, BA, MS, MA, PhD, Community College Certificate of Proficiency) <input type="checkbox"/> National Board Certification.			
<b>District:</b>			
d. CTE teachers have access to resources and support to implement all elements of a high quality program. (attach documentation) <input type="checkbox"/> Document attached			
e. The District has a professional development plan for CTE teachers. (attach documentation) <input type="checkbox"/> Document attached			
TOTAL POINTS EARNED			

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, 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:			
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. 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:			
c. 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 professional development for counselor education on bias, equity and inclusion			
<input type="checkbox"/> Recruiting/Registration materials and all events that recruit students are free from bias.			
<input type="checkbox"/> Student registration materials			
d. 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)			
e. 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			

Notes:

<b>4. Facilities, Equipment, Technology and Materials</b> <b>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.</b>			
<b>Compliance Indicator</b>		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>			
<b>Quality Indicator</b>		(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 <input type="checkbox"/> Equipment is set up and functional <input type="checkbox"/> Visual review of facilities and equipment for safety <input type="checkbox"/> Visual review of facilities for accessibility,			
<b>District adaptability</b>			
c. District provides appropriate use of facilities, equipment, technology and materials within the program. <input type="checkbox"/> Visually observed in facilities			
d. Processes are defined and resources provided to regularly inspect, update and replace facilities, equipment, technology and materials. (attach process and documentation) <input type="checkbox"/> Documentation attached			
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) <input type="checkbox"/> Documentation attached			
TOTAL POINTS EARNED FOR QUALITY			

Notes:

<b>5. Business and Community Partnerships</b> <b>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.</b>			
<b>Compliance Indicator</b>		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			
<b>Quality Indicator</b>		(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"/> 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			

Notes:

**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: 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 (such as brochures, apprenticeship info, banners, etc.) - visual inspection required			
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 (such as data on trends, pamphlets, and resources) - visual inspection required			
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			

Notes:



<b>7. Career and Technical Student Organizations (CTSOs):</b> <b>This element addresses 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.</b>			
<b>Compliance Indicator</b>		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) (individual program)  <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			
<b>Quality Indicator</b>		(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			

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. (forms utilized <b>excluding</b> student information) (must include ALL of the following) <input type="checkbox"/> Journals <input type="checkbox"/> Training agreement/plans <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 for specified program		
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.)		
TOTAL POINTS EARNED FOR QUALITY			

Notes:

<b>9. Data and Program Improvement at District Level</b> <b>This element addresses collection, reporting and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data.</b>			
<b>Compliance Indicator</b> ADE: Internal review by CTE program specialist		Yes	No
<b>District:</b>			
a. The district meets the state determined level of performance (SDLP). (must include ONE of the following)			
<input type="checkbox"/> District performance measures- evidence showing attainment <input type="checkbox"/> Improvement plan uploaded to grant			
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 (CLNA) (CTED's excluded)			
<b>Quality Indicator</b> ADE: Internal review by CTE program specialist		(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 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			
<b>District:</b>			
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 professional development <input type="checkbox"/> Program improvement plan based on CLNA, 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 professional development			
TOTAL POINTS EARNED FOR QUALITY			

Notes:

District Name:  
School Name:  
Program Name:

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 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)	<b>12</b>	

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	0
2. Prepared and Effective Program Staff	4	0
3. Access and Equity	4	0
4. Facilities, Equipment, Technology and Materials	4	0
5. Business and Community Partnerships	4	0
6. Student Career Development	4	0
7. Career and Technical Student Organizations (CTSOs)	4	0
8. Work-based Learning	3	0
9. Data and Program Improvement at District level meets all elements of an approved program (Compliance Indicator for Perkins only Recipients)	4	0
TOTAL QUALITY POINTS	<b>35</b>	

OVERALL QUALITY PERCENTAGE SCORE (points earned/points possible)	100%
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**