Arizona Department of Education Quality and Compliance
CTED Community College Monitoring Document

CTED Name _____

CTE Director/CTED Superintendent _____

CTE Program _____

CTE Program location _____

Instructor name(s) _____

Years teaching at site program _____

Date monitored _____

Quality level achieved _____ **/** 21

Final compliance result _____ **/** 4

☐ Attach documentation here If the CTED monitors the community college program for quality and uses a document that aligns to the ADE CTE monitoring doc ADE will accept the CTED's document for quality monitoring of the community college.

☐ Attached here - IGA addendum "Meeting Arizona Department of Education Quality Standards through HLC Accreditation (based on the ARS 15-393(v)/HLC Criteria Crosswalk) to meet quality indicators # 1-7.

Under ARS 15-393(V), beginning in 2020 and every five years thereafter, the career and technical education division of the department of education is required by statute to review CTED programs and CTE courses to ensure compliance, quality and eligibility. This includes courses offered through CTED Community College Programs. Any program or course that fails to meet the requirements set forth by law shall not be funded for the current school year and shall be removed from the approved program and course list for the purposes of funding. CTEDs are statutorily obligated to include information regarding accountability, the type and quality of instruction provided in their IGA with the Community College. (ARS 15-393(L)). ADE recommends, for the purposes of compliance with monitoring requirements, that CTEDs include criteria set forth in ADE's Quality Compliance Monitoring documents – if they have not already - into their IGA's with Community Colleges to ensure Community College courses satisfy ADE monitoring requirements.
ADE's expectation is that this information is statutorily required to be in an IGA between a CTED and a Community College, so that CTEDs can provide this data to ADE for monitoring purposes.

Arizona Department of Education
Quality Compliance Monitoring Document for CTED Community College Programs
ARS Statue 15-393 V

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 CTED level or program level.

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.

1. Standards-Aligned and Integrated Curriculum and Engaging Instruction. Program courses in the community college program are aligned to state program standards		
Compliance Indicator	Yes	No
a. Identify courses in the Community College program that include the program outcomes		
☐ IGA with all addendums, outlining requirements of the CTED/community college program with indicated program or courses ☐ Attested to in the IGA		

Quality Indicator	(1) Evident	(0) Not Evident
CTED Responsibility		
b. Documentation of publicly accessible information CTED is providing about Community College programs to students/parents		
☐ Course syllabus / website address/ career center or recruitment materials		
☐ Attested to in Addendum for HLC Quality Standards		
or		
☐ Attested to in the IGA		
c. A written plan is in place for review of curriculum based on industry needs.		
☐ Document attached-Advisory Minutes discussing curriculum or Narrative from Community College as when curriculum is reviewed		
☐ Course syllabus / website address/ career center or recruitment materials		
☐ Attested to in Addendum for HLC Quality Standards		
or		
☐ Attested to in the IGA		
TOTAL QUALITY POINTS EARNED		

1. Standards-Aligned and Integrated Curriculum and Engaging Instruction

1. Notes:

1. Reviewer Notes:

2. Prepared and Effective Program Staff This element addresses the qualifications and professional development of program staff, including secondary CTE instructors.		
Compliance Indicator	Yes	No
a. Documentation of valid Community College teaching certification. ☐ Attested to in the IGA		

Quality Indicator	(1) Evident	(0) Not Evident
CTED Responsibility		
b. CTE instructor(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) ☐ Industry Certificate/licensure (within the last 5 years) ☐ Program Specific advanced degree (AS, AA, BS, BA, MS, MA, PhD, Community College Certificate of Proficiency)(within the last 5 years) ☐ Attested to in Addendum for HLC Quality Standards **or** ☐ Attested to in the IGA		
c. CTE instructors have access to resources and support to implement all elements of a high quality program. ☐ Document attached ☐ Attested to in Addendum for HLC Quality Standards **or** ☐ Attested to in the IGA		
d. The CTED professional development plan includes community college instructors ☐ Document attached ☐ Attested to in Addendum for HLC Quality Standards **or** ☐ Attested to in the IGA		
TOTAL QUALITY POINTS EARNED		

2. Prepared and Effective Program Staff

2. Notes:

2. Reviewer 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).

Quality Indicator	Yes	No
CTED Responsibility		
a. Program is inclusive for special populations. ☐ Data on special populations enrollment in program ☐ Attested to in Addendum for HLC Quality Standards **or** ☐ Attested to in the IGA		
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. ☐ Curriculum, instructional or assessment materials. ☐ Attested to in Addendum for HLC Quality Standards **or** ☐ Attested to in the IGA		
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) ☐ CTED professional development for staff on bias, equity and inclusion ☐ Recruiting materials and all events that recruit students are free from bias. ☐ Student registration materials free from bias ☐ Attested to in Addendum for HLC Quality Standards **or** ☐ Attested to in the IGA		
d. Supportive services and supplementary aids, including transportation are available CTE to students with disabilities as well as other members of special populations. ☐ Identify CTED support services such as supplemental aids, transportation plan, instructional aids etc. (attach documentation)IGA, if specified, Community College Policy, CTED Narrative with examples, ☐ Attested to in Addendum for HLC Quality Standards **or** ☐ Attested to in the IGA		
e. Appropriate actions are taken to eliminate barriers to extended learning experiences for all CTE students, including special populations. ☐ CTED Narrative identifying actions taken to eliminate barriers or other documentation (attach documentation) ☐ Attested to in Addendum for HLC Quality Standards **or** ☐ Attested to in the IGA		
TOTAL QUALITY POINTS EARNED		

3. Access and Equity

3. Notes:

3. Reviewer 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. ☐ Facilities, equipment, technology aligned to current industry practices (Attach the following:Program inventory by site) **or** ☐ Attested to in the IGA		

Quality Indicator	(1) Evident	(0) Not Evident
CTED Responsibility		
b. CTED regularly visits facilities to ensure facilities, equipment, technology and materials are current and meet standards for occupational safety and health in the related industry, as appropriate. ☐ Equipment and facilities are clean and organized (Images, video or Narrative) ☐ Equipment is set up and functional Images, video or Narrative) ☐ Review of facilities and equipment for safety (Images, video or Narrative) ☐ Review of facilities for accessibility, adaptability (Images, video or Narrative) ☐ Attested to in Addendum for HLC Quality Standards **or** ☐ Attested to in the IGA		
TOTAL QUALITY POINTS EARNED		

4. Facilities, Equipment, Technology and Materials

4. Notes:

4. Reviewer 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. Partners support the program in Financial or Technical Support ways to meet program goals. ☐ Documented Financial or Technical support received **or** ☐ Attested to in the IGA		

Quality Indicator	(1) Evident	(0) Not Evident
CTED Responsibility		
b. CTED Representatives actively conduct outreach activities to develop partnerships to ensure the program is informed by employer and community needs. ☐ Documentation of outreach activity ☐ Attested to in Addendum for HLC Quality Standards **or** ☐ Attested to in the IGA		
TOTAL QUALITY POINTS EARNED		

5. Business and Community Partnerships

5. Notes:

5. Reviewer 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.

Quality Indicator	(1) Evident	(0) Not Evident
CTED Responsibility		
a. Students in the program and their parents/guardians (as appropriate) are provided current information on extended learning experiences available through the program and articulated credit. (must include at least one of the following) ☐ Curriculum or lessons ☐ Schedule for career exploration ☐ Schedule of career days offered ☐ Narrative of career development activities ☐ Attested to in Addendum for HLC Quality Standards **or** ☐ Attested to in the IGA		
b. 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 CTED career opportunities. (must include at least one of the following) ☐ CTED resources for students ☐ Career center on campus with CTE evidence of career pathways including CTE program specific data on trends, pamphlets(such as brochures, apprenticeship info, ☐ Attested to in Addendum for HLC Quality Standards **or** ☐ Attested to in the IGA		
c. Students in the program have access to job search information, career center, online resources, and counselors. (must include at least one of the following) ☐ Career center on campus ☐ Career specialist are available to assist students ☐ Counselor assist students through workshops ☐ Attested to in Addendum for HLC Quality Standards **or** ☐ Attested to in the IGA		
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. ☐ CTED utilizes CTE funds to support counselor CTE related professional development. ☐ CTED Narrative ☐ Counselors are included in CTED PD and conferences ☐ Attested to in Addendum for HLC Quality Standards **or** ☐ Attested to in the IGA		
TOTAL QUALITY POINTS EARNED		

6. Student Career Development

6. Notes:

6. Reviewer Notes:

7. Leadership opportunities: This element addresses Leadership opportunities, 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 Leadership opportunities for student skill and leadership development.		
Quality Indicator	(1) Evident	(0) Not Evident
CTED Responsibility		
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, meeting minutes and have the CTE instructor serve as the local advisor. If opportunities for CTSO not available at CTED or home school, then how does the CTED provide leadership opportunities (include either 6 CTSO components or documentation of Leadership opportunities) (individual program) ☐ 1. Current chapter bylaws and/or constitution revised or voted on within the last school year ☐ 2. Local chapter advisor is CTE teacher ☐ 3. Official Membership Invoice from national or state office ☐ 4. Program of work/leadership/activities on the approved ADE template ☐ 5. List of Chapter officers ☐ 6. Minutes from at least two different meetings within the last school year **OR** If A community college or a CTED does not provide a CTSO, provide documentation that students have the opportunity to develop leadership skills or participate in community service activities. ☐ CTED Narrative of leadership activities or HLC addendum *or* ☐ Attested to in the IGA		
TOTAL QUALITY POINTS EARNED		

7. Career and Technical Student Organizations (CTSOs)

7. Notes:

7. Reviewer 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. Although not required for Community College, how does a CTED provide WBL opportunities for a quality program?

Quality Indicator	(1) Evident	(0) Not Evident
CTED Responsibility (Indicators 8 a,b,c not covered by IGA addendum for Quality nor ARS15-393(v)/HLC Criteria Crosswalk)		
a. Work based learning experiences are provided through delivery methods that maximize meaningful work based experiences. Indicate the following by documentation: ☐ CTED Narrative ☐ Attested to in Addendum for HLC Quality Standards or ☐ Attested to in the IGA		
b. Requirements and procedures for work-based learning experiences are formalized following the AZ work based learning guide. ☐ CTED Narrative explaining requirements and procedures for Work-based learning ☐ Attested to in Addendum for HLC Quality Standards or ☐ Attested to in the IGA		
c. CTE Program specific per site annual report of WBL activities. (WBL must be relevant to the program and must include ALL of the following) ☐ CTED Narrative Program specific annual report of WBL of accomplishments, number of opportunities, number of program specific students participating, and site or business of WBL etc.) ☐ Attested to in Addendum for HLC Quality Standards or ☐ Attested to in the IGA		
TOTAL QUALITY POINTS EARNED		

8. **Work-based Learning**

8. Notes:

8. Reviewer Notes:

9. Data and Program Improvement at 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.		
Quality Indicator	(1) Evident	(0) Not Evident
CTED Responsibility		
a. Community College program student data to inform program decision-making and support improvement of Community College program. (must attest to by selecting box below) ☐ CTED attests to data submitted for CTED Achievement Profile ☐ Attested to in Addendum for HLC Quality Standards **or** ☐ Attested to in the IGA		
TOTAL QUALITY POINTS EARNED		

9. Data and Program Improvement at CTED Level

9. Notes:

9. Reviewer Notes:

CTED name:

Location

Program:

TOTAL for Compliance Indicators	Compliance Indicators Required	Compliance Indicators Evident
1. Standards-aligned and Integrated Curriculum	1	
2. Prepared and Effective Program Staff	1	
4. Facilities, Equipment, Technology and Materials	1	
5. Business and Community Partnerships	1	
TOTAL COMPLIANCE INDICATORS (For state CTED Community College programs only)	**4**	

Compliance Summary (for indicators not met, CTED has 30 days from date of preliminary report to provide evidence)

TOTAL for Quality Indicators	Quality Points Possible	Quality Points Earned
1. Standards-aligned and Integrated Curriculum	2	
2. Prepared and Effective Program Staff	3	
3. Access and Equity	5	
4. Facilities, Equipment, Technology and Materials	1	
5. Business and Community Partnerships	1	
6. Student Career Development	4	
7. Career and Technical Student Organizations (CTSOs)	1	
8. Work-based Learning	3	
9. Data and Program Improvement at CTED level meets all elements of an approved program (Compliance Indicator for Perkins only Recipients)	1	
TOTAL Quality POINTS	**21**	

OVERALL QUALITY PERCENTAGE SCORE (points earned/points possible)	**100%**	
Not achieved: 69% and below		
Foundational: 70% to 79%		
Proficient: 80% to 89%		
Distinguished: 90% and Above		

Notes

Instructor Comments

   Number of years teaching program, Program challenges, Program successes, etc.

CTED CTE Director comments

   Number of years program offered, CTED challenges, CTED successes

Evaluator Comments