



Arizona Department of Education
Quality and Compliance Monitoring Document

District/CTED Name		
CTE Director/CTED Superintendent		
CTE Program		
CTE Program location		
Teacher name(s) & Years teaching at site	/	/
	/	/
Date monitored		
Quality level achieved	/ 28	
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.

1. Standards-Aligned and Integrated Curriculum and Engaging Instruction

This element addresses the development, implementation and revision of the program curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.

Compliance Indicator		Yes	No
a. The 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)	☐ Technical standards ☐ Professional skills ☐ Work-based learning ☐ CTSO integration ☐ 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.	☐ 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)	☐ 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:)	☐ TSA data results showing use of assessment program level report ☐ Performance rubrics ☐ Sample of assessments ☐ 3rd party credential attainment ☐ 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.			
☐ District Policy or a Narrative			
TOTAL POINTS EARNED FOR QUALITY			

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 teachers.

Compliance Indicator		Yes	No
☐	a. CTE program area meets appropriate state CTE area specific certification. ☐ 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) ☐ Professional Development log including completion dates and title (previous school year) ☐ 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) ☐ Program specific Externship min 40 hours(within the last 5 years) ☐ Program specific Industry Employment (within the last 5 years) ☐ Industry Certificate(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) ☐ 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		
☐	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.		
☐	Specific district professional development plan		
TOTAL 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).

Compliance Indicator		Yes	No
	District or CTED:		
	a. Program is inclusive for special populations as drafted in Perkins. ☐ 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. ☐ 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) ☐ District or 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		
	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. ☐ Narrative or District Policy		
TOTAL POINTS EARNED FOR QUALITY			

3. Access and Equity

3. Notes:

3. Indicator 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, align to technical standards and the program objective. ☐ 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) ☐ Equipment and facilities are clean and organized (images, video or visual review as appropriate) ☐ Equipment is set up and functional (images, video or visual review as appropriate) ☐ Review of facilities and equipment for safety (images, video or visual review as appropriate) ☐ 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. ☐ 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. ☐ District Policy, District maintenance schedule or narrative		
TOTAL POINTS EARNED FOR QUALITY			

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. The program has a formalized, structured approach to coordinating partnerships, such as an advisory board or sector partnership. ☐ 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) ☐ Business contact log ☐ 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. ☐ 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. ☐ Program level evaluation with documentation of partner input/recommendations (not CLNA)		
TOTAL POINTS EARNED FOR QUALITY			

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.

Compliance Indicator		Yes	No
District or CTED: a. District or CTED provides career exploration to the middle grades (anytime during 5-9th grade). (must include at least one of the following) (optional for non-Perkins CTED central programs) ☐ Curriculum map ☐ 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) ☐ Website or syllabus includes extended learning experiences. i.e., work-based learning, CTSO participation, articulated credit. ☐ 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) ☐ 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) ☐ 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. ☐ District or CTED utilizes CTE funds to support counselor CTE related professional development. ☐ Counselors are included in District or CTED CTE professional development and conferences			
TOTAL POINTS EARNED FOR QUALITY			

6. Student Career Development

6. Notes:

6. Reviewer Notes:

7 Career and Technical Student Organizations (CTSOs)

This element addresses state approved CTOS, 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
a.	The CTOS local chapter is properly registered annually with their approved CTOS association (JROTC must complete the attestation check box if not affiliated with a CTOS) which includes submitting current chapter by-laws and/, chapter program of work/leadership/activities, 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. ☐ 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		
Quality Indicator		(1) Evident	(0) Not Evident
b.	The Annual CTOS chapter award indicates: the chapter submitted documentation and was awarded one of the following Quality Chapter Awards during the state conference for the current or previous school years for <u>DECA, FBLA, FCCLA, and HOSA:</u> ☐ Bronze Chapter Award = 1pt (only) ☐ Silver Chapter Award = 2pts (only) ☐ Gold Chapter Award and Above = 3 pts (only) The Annual CTOS chapter award indicates: the chapter submitted documentation and was awarded one of the following Quality Chapter Awards during the state conference for the current or previous school years for <u>SkillsUSA:</u> ☐ Chapter of Distinction Level Bronze = 1pt (only) ☐ Chapter of Distinction Level Silver = 2pts (only) ☐ Chapter of Distinction Level Gold = 3pts (only) The Annual CTOS chapter award indicates: the chapter submitted documentation and was awarded one of the following Quality Chapter Awards during the state conference for the current or previous school years for <u>FFA:</u> ☐ Superior Chapter Award = 1pt (only) ☐ National Chapter Award Bronze = 2pts (only) ☐ National Chapter Award Silver and National Chapter Award Gold = 3pts (only)		
TOTAL POINTS EARNED FOR QUALITY			

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.

Compliance Indicator		Yes	No
a. Work-based learning experiences are accessible to every student at some point during the program. ☐ Course information or curriculum map indicating a type of WBL delivery model offered for the program			
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) ☐ CTE teacher certification ☐ CTE teacher certification with cooperative education endorsement ☐ Non-CTE Certified Teacher who has completed the Premier Series Work-based Learning course and submitted the certificate of completion			
Quality Indicator		(1) Evident	(0) Not Evident
c. Requirements and procedures for work-based learning experiences are formalized following the AZ work based learning guide. ☐ Program specific requirements and procedures for work-based learning			
d. 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) ☐ Program specific annual report of work-based learning ☐ 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.)			
TOTAL POINTS EARNED FOR QUALITY			

8. Work-based Learning

8. Notes:

8. Reviewer Notes:

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)			
☐ District performance measures or CTED Performance Profiles - evidence showing attainment or ☐ Attestation that an improvement plan has been submitted in the grant.			
b. Labor market information, student data, and Comprehensive Local Needs Assessment (CLNA) is used to inform program decision-making and support program improvement.			
☐ Comprehensive local needs assessment has been 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			
☐ Data that includes all students Program Performance measures results: ☐ 1S1 Graduation Rate ☐ 2S1 Reading/Language Proficiency ☐ 2S2 Mathematics Proficiency ☐ 2S3 Science Proficiency ☐ 3S1 Placement ☐ 4S1 Nontraditional ☐ 5S1 Industry Recognized Credential ☐ 5S4 Technical Skills Assessment or CTED Achievement profile per 15-393.01A ☐ Graduation Rate ☐ Completion Rate ☐ Technical Skills Assessment ☐ Industry Credential or Community College Certificate earned ☐ 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.			
☐ 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.			
☐ Program improvement plan based on CLNA or TSA data			
TOTAL POINTS EARNED FOR QUALITY			

9. Data and Program Improvement at District or CTED Level

9. Notes:

9. Reviewer Notes:

District or CTED:

Location:

Program:

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)	<u>12</u>	

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

TOTAL for Quality Indicators	Quality Points Possible	Quality Points Earned
1. Standards-aligned and Integrated Curriculum	3	
2. Prepared and Effective Program Staff	4	
3. Access and Equity	3	
4. Facilities, Equipment, Technology and Materials	3	
5. Business and Community Partnerships	3	
6. Student Career Development	3	
7. Career and Technical Student Organizations (CTSOs)	3	
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)	4	
TOTAL QUALITY POINTS	<u>28</u>	

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

Notes

Instructor interview Comments

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

District or CTED CTE Director interview comments

Number of years program offered, District or CTED challenges, successes, etc.

Evaluator Comments