



CTED Community College Program
Quality and Compliance Monitoring Document Guide
Arizona Department of Education
Career and Technical Education

Purpose

This document is designed for Local CTED to use as a resource when compiling and submitting their evidence for their Community College Programs Quality and Compliance Monitoring. This document provides some examples of documents that can be submitted and what elements the documents should have to meet the criteria for the indicator. This document is not an extensive list of documents that can be used as evidence of meeting the indicator. Still, any document submitted as evidence must meet the elements that are required for that indicator.

General Guidance

- Evidence **should not contain identifiable student** information. If identifiable student information is located on the evidence being submitted, ensure that the information is redacted.
- Documents must be of an official nature or be on school or CTED or Community College letterhead if the evidence is a narrative. Documents must, at the minimum, have the date, author, and author's title.
- If uploading a Google Drive file (or other cloud-based document), please ensure that the link pasted is specific to the indicator and program when the link is pasted into the online form. Be sure that folders and files are clearly labeled if using Google Drive (or other cloud-based document sharing platform).
- If using a Google Drive file (or other cloud-based document), make sure that permissions are given to anyone with the link so that ADE staff can access the submitted evidence.
- Acceptable documentation may be: 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.
- Acceptable documentation may be: 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.

1. Standards-Aligned and Integrated Curriculum and Engaging Instruction. Program courses in the community college program are aligned to state program standards		
Compliance Indicators		
Indicator		Example Documents
a.	Intergovernmental Agreement (IGA) outlines all requirements of the CTED/community college program with indicated program or courses.	IGA Agreement with indicated programs or courses to be offered through the community college
b.	Documentation of publicly accessible information CTED is providing about Community College programs to students/parent	- CTED Website (address) - CTED Career Center - CTED Recruitment materials free from bias
Quality Indicators		
Indicator		Example Documents
c.	A written plan is in place for review of curriculum based on industry needs	- Advisory Minutes discussing curriculum - CTED Narrative or process of Community College as when curriculum is reviewed - HLC Document

2. Prepared and Effective Program Staff This element addresses the qualifications and professional development of program staff, including secondary CTE instructors..		
Compliance Indicators		
Indicator		Example Documents
a.	Documentation of valid Community College teaching certification	- Show reference according to IGA - HLC Document
Quality Indicator		
Quality Indicator		Example Documents
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)	- Copy of Advanced Degree - Copy of Current Program Specific Certification
c.	CTE instructors have access to resources and support to implement all elements of a high quality program.	Documentation of types of resources provided by the CTED and/or Community College. i.e. (Professional Development, which shall include dates, times and description of PD
d.	The CTED professional development plan includes community college instructors	- Provide a current matrix or narrative (on letterhead) on PD - CTED Narrative

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 Indicators		
Indicator		Example Documents
a.	CTED Program is inclusive for special populations	CTED Enrollment reports
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.	- Copy of CTED non-discrimination policy - Community College policy non-discrimination policy
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 counselors on biases, equity, and inclusion - CTED Recruiting materials - CTED Student registration materials
d.	Supportive services and supplementary aids, including transportation are available CTE to students with disabilities as well as other members of special populations.	- Indicated in the IGA - CTED Narrative with examples
e.	Appropriate actions are taken to eliminate barriers to extended learning experiences for all CTE students, including special populations.	- CTED document of who provides transportation - CTED Narrative on action-is taken to eliminate barriers for all students to participate in CTE

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 Indicators		
Indicator		Example Documents
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.	- Indicated in the IGA - Program inventory by site - Images, video
Quality Indicator		
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. (must include ALL of the following)	- Equipment and facilities are clean and organized (Images, video or CTED Narrative of visual inspection) - Equipment is set up and functional (Images, video or CTED Narrative of visual inspection) - Review of facilities and equipment for safety (Images, video or CTED Narrative of visual inspection) - Review of facilities for accessibility, adaptability (Images, video or CTED Narrative of visual inspection)

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 Indicators		
Indicator		Example Documents
a.	Partners support the program in Financial or Technical Support ways to meet program goals.	• Advisory Meeting Minutes indicating action items taken to support program • Pictures or Videos of partners involved at the program level. • Inventory list highlighting specific donated equipment (within 2 years) • CTED Narrative of partner support for community college program
Quality Indicator		Example Documents
b.	CTED Representatives actively conduct outreach activities to develop partnerships to ensure the program is informed by employer and community needs.	• Business Contact Log • Communication with business and industry members • Action Items Completed during the year • CTED list of outreach activities

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 Indicators		
Indicator		Example Documents
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 • CTED Schedule for career exploration • Activities that counselors or career specialists are involved in to provide awareness and promote CTE career pathways • Schedule of Career days offered • CTED Narrative
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 Career resources for students • Evidence of career center • Videos or photos showing the information provided to students • Pamphlets and Banners
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)	• CTED career specialist resources for students, Evidence of pathway to career • Evidence of career center
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	• Counselors assist students through workshops • CTED Narrative • Workshops counselors attended

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 Indicators		
Indicator		Example Documents
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 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 (must include either 4 CTSO components or documentation of Leadership opportunities) (individual program) 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.	Either include all of the following: • Chapter bylaws • Local chapter advisor is CTE teacher • Invoice/PO showing paid membership within the last year • Program of Work OR • CTED Narrative of providing leadership activities • Videos and photos showing service activities • Documentation showing students participating national, state or local associations

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 Indicators (Indicators 8 a,b,c not covered by IGA addendum for Quality, ARS15-393(v)/HLC Criteria Crosswalk)		
Indicator		Example Documents
a.	Work based learning experiences are provided through delivery methods that maximize meaningful work based experiences.	• CTED Narrative
b.	Requirements and procedures for work-based learning experiences are formalized following the AZ work based learning guide	• CTED Narrative explaining WBL requirements, procedures and policies
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)	• Annual WBL report • CTED Narrative

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		
Compliance Indicators		
Indicator		
a.	Community College program student data to inform program decision-making and support improvement of Community College program. must attest to data submitted for CTED Achievement Profile	ADE CTE Will verify data through the CTED Achievement Profiles in the CTE Data Portal