



ARIZONA DEPARTMENT OF
EDUCATION

CTE Administrators Meeting

September 13, 2023

East Valley Institute of Technology EVIT – 1601 W Main Street, Mesa AZ 85201

Sign-in begins at 8:00 am

Our meeting starts promptly at 8:30 am

AGENDA

Breakout Sessions

(Look for the table with participant colors and remain at the table for all sessions).

1 – Grants and Funding

2 – Program Services and Monitoring

3 – Data and Accountability

4 – Technical Standards and Assessments

5 – School Counselors

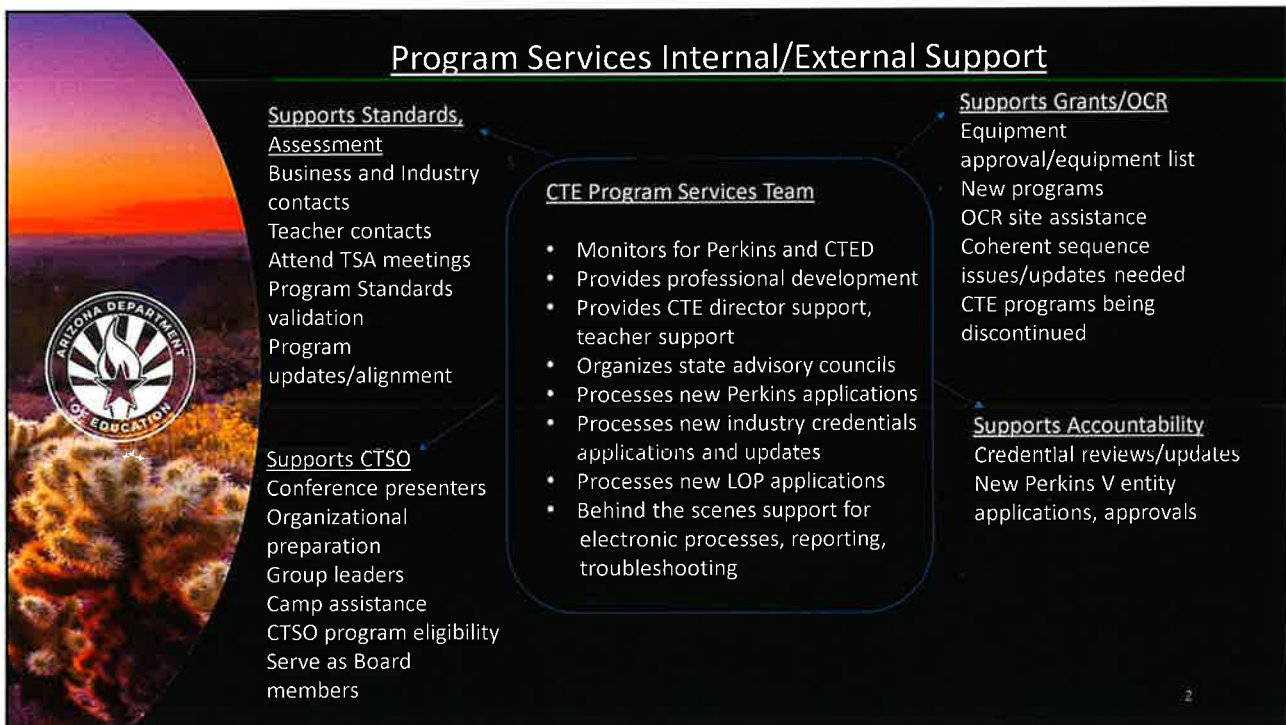
6 – CTSOs

Welcome

**Updates: ADE, ACOVA, ACTEAZ, Premier Program Series,
AZ CTE Curriculum Connection, CTEDs, and AOAC**

Closing

**Next CTE Administrators Meeting
November 2, 2023 – Prescott Resort**



Important dates

New Local Occupational Program Applications

- Opens October 1st closes November 30th
- Online application
- <https://www.azed.gov/cte/programs>



Important dates

New 23-24 Credential list

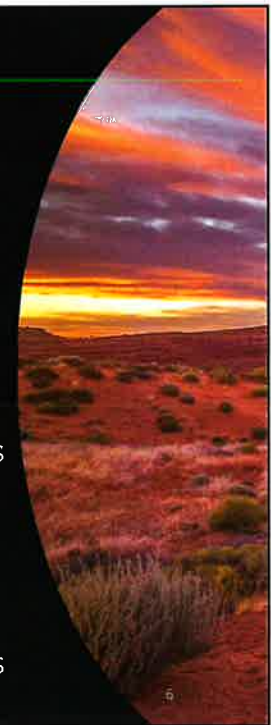
- Available after SBE Meeting September 15, 2023
- Six new credentials for approval

Credential updates/changes/corrections

- Online form for input/justification
- <https://www.azed.gov/cte/cte-industry-credentials>

New Credential Applications

- Online form
- Opens March 1st, closes April 30th
- <https://www.azed.gov/cte/cte-industry-credentials>





CTE Program Services Updates

CTE Administrators Meeting
September 13, 2023

Cindy Gutierrez, Director
602-542-4365
Cindy.Gutierrez@azed.gov



Career and Technical Education

Program Services Webpages and Resources

<https://www.azed.gov/cte/programs> - Programs and Standards

- Program List
- Standards
- Embedded Academics
- Local Occupational Programs (LOP)
- LOP application
- Quality and Compliance Monitoring
- Resources

<https://www.azed.gov/cte/cte-industry-credentials> - CTE Industry Credentials

- Credential Lists
- Update credentials process
- Credential Application

<https://www.azed.gov/cte/work-based-learning> - Work-Based Learning

- Work-Based Learning Guide
- Resources

Important email addresses-CTE Program Services

For all CTE program monitoring questions CTELocalPrograms@azed.gov

Technical Assistance - electronic applications Janai.Nesby@azed.gov

CTE Program Services Cindy.Gutierrez@azed.gov

Agriculture and Welding Bruce.Watkins@azed.gov

Business & Mkt Education; Communication Media Tech Elena.Sobampo@azed.gov

Construction Science Technologies Joe.Grieco@azed.gov

Engineering Sciences, Information Technologies Tracy.Rexroat@azed.gov

Family & Consumer Sciences, Education & Training Kylie.Chamblee@azed.gov

Health Science Technologies Wesley.Wood@azed.gov

Public Service Careers, Transportation Technologies Jason.Wojcik@azed.gov

CTE Grants

Hot Topics

Topic	Response
Communication between ADE/CTE Grant Specialist and LEA or Community College	All communication regarding your grant can be found in the History Log (HL) section of the grant.
Timing Out	If you pause or get interrupted too long, then the grant will time out. If the grant times out and you may have lost your work. We often receive grants with a portion of the work done (i.e., final narratives). It is a good practice to review the grant before submission.
Substantial Approval	The new process for substantial approval requires the first revision to sit in queue for 24 hours after being submitted to ADE. The process confirms that the GSA is approved as well as the full budget is allocated. Once confirmed, this will give the grant substantial approval. This is not the same SEA Director approval. Review HL for notes on getting Director approval. <i>**State Priority grants do not require substantial approval as this is a federal grant requirement.</i>
Rollovers	Any CTE Federal Perkins grant funds that are unspent will get returned to ADE and go into a balloon rollover account. Meaning they get lumped together and reallocated back out to ALL the grant recipients (LEA's and Community Colleges) the following grant year. This means that you will only receive a portion of the returning funds and it is not a dollar-for-dollar rollover. <i>**State Priority grants are reverting grants, and you will not receive any type of rollover. All unspent funds are returned to the state.</i>



CTE TECHNICAL SKILLS ASSESSMENTS

OVERVIEW – UPDATE—PREPARING FOR 2023-2024

September 2023

CTE TECHNICAL SKILLS ASSESSMENTS

The Technical Skills Assessments System is a secure, reliable online testing application owned by the State of Arizona and housed in the Department of Education. Districts access the ADE website to register students, conduct assessments, and access summary reports. Assessments are designed for students in their final Carnegie Unit of state-identified programs. All assessments are 100 multiple-choice items that align to program technical standards and range from knowledge and comprehension to application, analysis, and evaluation in cognitive difficulty. Most of the items are operational items that have historically proven to be valid and reliable, and the remaining are field-tested items. Those students who successfully pass their TSA receive an industry-endorsed Congratulatory Letter, Certificate, and Transcript.

Teachers serve as content experts in the development of the assessment items. Committees comprised of new and veteran teachers convene annually to develop, review, and edit assessment items. The expertise of teachers and their engagement in making connections between curriculum, instruction, and assessment have contributed greatly to the advancement of student achievement. In appreciation of their time and expertise, they are awarded a professional development certificate documenting the hours they contribute to the development and improvement of the assessments.

Over the years the Technical Skills Assessments have gone from being practical, end-of-program assessments to high stakes tests with the TSA data used for program improvement and accountability reporting. Districts and schools use testing results to evaluate the effectiveness of instructional practices, to better align district and state goals and expectations, to help teachers improve teaching by addressing achievement gaps, and to support collaborative conversation and to share best practices. Additionally, TSA data is used for accountability purposes. Schools earn A-F points for students who complete a CTE program and pass the TSA, the State Legislature looks at TSA scores to determine funding for CTE programs, and the TSA data is a component of the Performance Measures for the federal Perkins Grant.

FIVE-YEAR LOOK AT ASSESSMENT RESULTS


2018-2019	Fall	Spring	Total Test-takers	Test-takers Passed
	1,996	27,238	29,234	23,100 (79%)
2019-2020	Fall	Spring	Total Test-takers	Test-takers Passed
	1,644	no test (Covid)	1,644	1,274 (77%)
2020-2021	Fall	Spring	Total Test-takers	Test-takers Passed
	no test (Covid)	22,544	22,544	16,569 (73%)
2021-2022	Fall	Spring	Total Test-takers	Test-takers Passed
	1,719	28,971	30,690	22,126 (72%)
2022-2023	Fall	Spring	Total Test-takers	Test-takers Passed
	1,981	31,008	32,989	24,745 (75%)

HIGHLIGHTS FROM 2022-2023

Statewide TSA Results Show Overall Gains in Student Performance
32,989 students tested in 54 programs 24,745 (75%) students passed

Top 10 High Performing Statewide Programs

1	Veterinary Assisting	98% passed
2	Education Professions	95% passed
	Nursing Services	95% passed
3	Early Childhood Education	91% passed
	Home Health Aide	91% passed
	Laboratory Assisting	91% passed
	Mental-Social Health Technician	91% passed
4	Cosmetology & Related Services	90% passed
5	Medical Assisting	89% passed
6	Film & TV Production	88% passed
7	Emergency Medical Services	86% passed
8	Engineering	85% passed
	Finance	85% passed
	Therapeutic Massage	85% passed
9	Law & Public Safety	84% passed
10	Sports Medicine & Rehabilitation	83% passed



- Some 130-150 business-industry representatives annually involved in validating program standards
- 200 to 250 teachers annually involved in analyzing and developing assessment items
- Increased number of students taking the assessments
- Increased percentage of students passing the assessments

PREPARING FOR THE 2023-2024 TSAs

The **Eligibility Policy for Students to Take and Retake the TSA** describes four conditions when a student can take or retake the assessment. The TSA covers content from all of the program standards, therefore, teachers should determine the best time for students to test—that time when they are most familiar with the content.

1. **In a traditional or block schedule** a student should take the test when completing two courses worth one credit each in a single CTE program or when completing three courses worth one credit each in a single CTE program. A student can only take the test one time.
2. **If a district has added courses** to a program beyond the state’s designated course sequence for that program, it will be the district’s decision as to when the student will take the test, that is, after the 2nd, 3rd, or 4th course. A student can only take the test one time.
3. **If a student fails the test and retakes the course or takes an additional course** in a single CTE program, the student can retake the test in the next school year prior to graduation through special arrangements with ADE/CTE. The last test score counts.
4. **If an IEP or 504 plan states that the student can take the test more than one time**, the student can retake the test in the current or next school year prior to graduation through special arrangements with ADE/CTE. The last test score counts.

Note: Special arrangements with ADE/CTE mentioned in policy statements 3 and 4 refers to the completion, submission, and final approval of the Change Request form found on the TSA dashboard.

PREPARING FOR 2023-2024 TSAs

Technical Skills Assessments are available for these 54 CTE programs during both fall and spring testing cycles. Each test is 100 multiple-choice items based on the content of program standards. The pass core for all programs is 60% of 80 operational items. The 20 field-tested items are not included in the overall test score. **Programs with new or updated standards to be tested on for the first-time are highlighted.**

CIP	PROGRAM	CIP	PROGRAM
52.0301.00	Accounting	52.1900.20	Fashion Design and Merchandising
01.0000.00	AgriScience	50.0602.00	Film and TV Production
47.0608.00	Aircraft Mechanics	52.0801.00	Finance (2022 standards)
36.0202.00	Air Transportation	43.0202.00	Fire Service (2023 standards)
15.1303.00	Architectural Drafting	50.0409.00	Graphic Design
14.4201.00	Automation and Robotics	49.0202.00	Heavy Equipment Operations
47.0603.00	Automotive Collision Repair	51.2602.00	Home Health Aide
47.0604.00	Automotive Technologies	52.0900.00	Hospitality Management (2023 standards)
41.0100.00	Bioscience	50.0408.00	Interior Design (2022 standards)
52.0201.00	Business Management	51.0802.00	Laboratory Assisting
52.0408.00	Business Operations (2022 standards)	43.0100.00	Law and Public Safety
48.0703.00	Cabinetmaking	52.1801.00	Marketing
46.0201.00	Carpentry	15.1306.00	Mechanical Drafting
46.0415.00	Construction Technologies	51.0801.00	Medical Assisting Services
12.0400.00	Cosmetology and Related Services	51.1502.00	Mental and Social Health Technician
12.0500.00	Culinary Arts	15.0307.00	Music and Audio Production
51.0600.00	Dental Assisting	11.1999.00	Network Security
47.0613.00	Diesel Engine Repair	51.3902.00	Nursing Services
10.0304.00	Digital Animation	51.0805.00	Pharmacy Support Services
09.0702.00	Digital Communication	48.0510.00	Precision Machining
50.0605.00	Digital Photography	11.0202.00	Software and App Design
10.0200.20	Digital Printing	51.0913.00	Sports Medicine and Rehabilitation
13.1210.00	Early Childhood Education	50.0599.00	Stagecraft
13.1200.00	Education Professions	15.1202.20	Technology Devices Maintenance
14.1001.00	Electronic Technologies	51.3501.00	Therapeutic Massage
51.0904.00	Emergency Medical Services	01.8301.00	Veterinary Assisting
15.0000.00	Engineering	48.0508.00	Welding Technologies
FALL 2023 TESTING SCHEDULE			
October to November 30		Registration for All Assessments	
October – December 1 at 12:00 PM		Fall Assessment Period	
December 4 – December 8		Student Certificates Mailed to Districts	
SPRING 2024 TESTING SCHEDULE			
February 26 – May 2		Registration for All Assessments	
March 18 – May 3 at 12:00 PM		Spring Assessment Period	
May 6 – May 10		Student Certificates Mailed to Districts	

Suggestion to Assessment Administrator: Please review the testing schedule and ensure that computer labs are reserved for the TSA. Students should have at least 2 hours to take the test although the system allows up to 6 hours. The test can be scheduled over multiple days.

PREPARATION FOR THE 2023-2024 TSAs

All CTE staff should have access to ADEConnect for the Technical Skills Assessment and the TSA Dashboard. The ability to manage activities on the Dashboard is according to each person’s assigned role and permission level. Dashboard activities include accessing technical resources, registering students for the test, managing the test roster on the day of testing, and accessing TSA reports.

Accessing the TSA Dashboard

All staff involved with the TSA should have access to the TSA Dashboard. ADEConnect Accounts and Role and Permission Levels are assigned by the District Entity Administrator. To find your Entity Administrator, go to the ADE website, select ADEConnect at the top of the page, click on Help, Find an Administrator, and Search.

Once access is granted, complete these steps to access the TSA Dashboard.

Step 1: Go to www.azed.gov/cte.

Step 2: Click on ADEConnect to access the ADEConnect webpage.

Step 3: If not already logged in, you will be prompted to sign in with your organizational account.

Step 4: Click on CTE Technical Skills Assessments to access the TSA Dashboard.

The Assessment Coordinator ensures the successful outcome of the Technical Skills Assessments. In the district, the Assessment Coordinator is the Carl D. Perkins Basic Grant signer and/or the CTE Director. In a CTED, the Assessment Coordinator is the CTED Superintendent. At the community college, the Assessment Coordinator may be a faculty member, professional staff, or Perkins CTE Administrator.

CTE staff can be assigned to more than one permission level at the discretion of the Assessment Coordinator and the Entity Administrator. Only Permission Level 1 people can register students for the test.

TSA Dashboard Dropdown Tabs



Level I Coordinators

Provides mailing address for certificates, access to enter, modify, view, and maintain registration, rosters, assessment time, and access reports for the CTED/District/School.



Level II Teachers/Proctors

Provides access to view, print, add time to assessments, and access reports for the School/Teacher.



All teachers must have access to ADEConnect in order for their names to be included in the teacher dropdown list under the TSA Dashboard registration tab. This should be done prior to registering students so as not to delay the registration process. It may take 24 hours or more to add a name to ADEConnect.

Annually the Assessment Coordinator must complete the Certificate Mailing Address Request found on the Technical Skills Assessment Dashboard. This request requires PRIMARY and SECONDARY names, phone numbers, email addresses, and street addresses to ensure that students’ certificates arrive on time.

Questions about ADEConnect access should be directed to ADESupport at adesupport@azed.gov. **Questions about the Technical Skills Assessment application and role assignment** should be directed to the District’s Entity administrator or send an email to CTEAassessmentHelp@azed.gov.

ANNOUNCEMENT COMING SOON!

Soon to be announced...featured programs, dates, locations, and the application process for the 2024 CTE TSA Teacher Institutes. The Teacher Institutes involve CTE teachers in the development and analysis of assessment items. Committees, organized by programs and comprised of teachers as content experts, convene on Saturdays in March, April, and May or Tuesdays and Thursdays in June. The expertise of teachers and their engagement in making connections between curriculum, instruction, and assessment has contributed greatly to the advancement of student achievement. The all-day Teacher Institutes are customized according to specific needs of the programs. This may include realignment of updated technical standards to test items, analysis of test items, editing items, and/or continuing to build the test item banks with higher-order thinking items. All meetings are from 8:30 to 4:30. Lunch is on your own. Teachers receive professional development hours and a \$200 stipend for all-day attendance. Networking and the opportunity to unpack standards into learning targets with others has proven to be of extreme value to teachers.

TECHNICAL SKILLS ASSESSMENT RESOURCES FOR DIRECTORS AND TEACHERS

Technical Skills Assessment Webpage at <https://www.azed.gov/cte/assessments>

Technical Skills Assessment Dashboard available with ADEConnect Account for TSAs

Helpline: 602-542-5452

Email: CTEAssessmentHelp@azed.gov

New Documents Soon to Be Released

- Technical Skills Assessment Overview (formerly TSA User Guide)
- Technical Skills Assessment Troubleshooting Guide with Video Links

ADE/CTE Standards, Assessment, Career Development Team

- Judy Balogh, Team Lead, judy.balogh@azed.gov
- Cathy Reed, Technical Standards & Assessment Program Specialist, cathy.reed@azed.gov
- Hannah Perkins, Assessment Program Specialist, hannah.perkins@azed.gov
- Susan Farretta, Career Development Program Specialist, susan.farretta@azed.gov
- Jet Wilson Dight, Professional Development Projects Specialist, jet.wilsondight@azed.gov

CTE ACCOUNTABILITY

DEFINITIONS

TERM	DEFINITION	REPORTING
CTE Course	An individual course that appears in the coherent sequence of an approved CTE program – distinguished by a unique course number/CIP.	Courses are listed on each school's Coherent Sequence. Enrollment is reported by course meaning that student credit is associated with a CIP.
CTE Participant	A student who has completed and passed a single course worth at least one credit in a CTE program in the reporting year.	Any student reported in the CTE Data Portal with at least one credit in a single CTE course will be marked as a Participant (P).
CTE Concentrator	At the secondary level, a student who has completed and passed at least two courses worth at least one credit each in a single career and technical education program. Internship, cooperative education, and diversified cooperative education are not included in defining a CTE concentrator.	Any student reported in the CTE Data Portal with at least one credit reported in two distinct courses in a single program (total of at least two credits) will be marked as a Concentrator (C). The credits must be in two different courses (different CIP numbers) in a single program – earning 2 credits in the same course by taking it more than once is not sufficient to gain concentrator status.
CTE Completer	At the state level, a student who has completed and passed the required number of courses in a single CTE program earning a minimum of one credit in each course. Internship, cooperative education, and diversified cooperative education courses are not included in defining a completer at the state level. At the local level, LEAs may define program completers using an alternative definition, but state level reports will use the state level definition.	Any student reported in the CTE Data Portal with at least one credit reported in each of the required courses for a single program (total credits equal to total number of required courses AND a minimum of one credit in each required course) will be marked as a completer. Note that the required courses do not necessarily need to follow the coherent sequence (i.e., earning credit in Automotive Technologies II, III, and IV will indicate a program completer).

The CTE Data Portal system tracks student's credits in each course using the course number to distinguish unique courses – if a student is reported in the same CIP more than once, it does not “count” towards concentrator or completer status.

CTE ACCOUNTABILITY

PREPARING FOR FY 2024 CTE DATA REPORTING

- The CTE Data Portal is used to collect a **Coherent Sequence, CTE Course Enrollment, Industry Credentials, and Placement Surveys**. Individuals responsible for reporting data should familiarize themselves with these reporting components. Guidance materials are available at www.azed.gov/cte/data.
- CTE Directors and individuals responsible for reporting data should have access to the **CTE Data Portal** application in **ADEConnect**. It is recommended for participating schools/districts to have multiple users. Instructions on getting access in ADEConnect are available at www.azed.gov/cte/data.
- Data reporting for the coherent sequence, enrollment, credentials, and the placement survey begins in October. The **data capture date for Fall term enrollment is October 15th, 2023** – students enrolled (not necessarily in attendance) on this date should be reported in your Fall term enrollment.
- CTE Directors and individuals responsible for reporting data should **check the Coherent Sequence** and ensure that all FY 2024 programs that the school offers are listed. Enrollment may be reported only for programs/courses listed on the coherent sequence page, but all courses in the school's program should be listed. **Ensure that CTE Program and Course numbers (CIP numbers) in your LEA's SIS match the coherent sequence.**
- Individuals responsible for reporting enrollment data should **familiarize themselves with the required elements for enrollment reporting**. Enrollment may be entered one-by-one or uploaded using an Excel template. The template can be found at www.azed.gov/cte/data under the "Templates and Forms" header.
- Individuals responsible for reporting data should **find out how to get enrollment data from their LEA's Student Information System (SIS)** either themselves or by working the other LEA staff. Only students enrolled on the data capture date (Oct. 15 for Fall term; Feb. 15 for Spring term) should be reported in the CTE Data Portal enrollment reporting.
- Each participating LEA (district or CTED) has an assigned CTE Accountability Specialist, a **dedicated CTE staff person who serves as a point of contact** for questions or concerns related to the CTE Data Portal and CTE data reporting. CTE Directors and individuals responsible for reporting data should familiarize themselves with their LEA's assigned specialist.
- Each year, participating LEAs (district or CTED) must **provide up-to-date contact information** for key positions in the LEA: CTE Director, CTE Data Reporter, Superintendent, and Business Manager. The CTE Data Portal remains "locked" until these required contacts are provided. If you cannot see menu buttons for Coherent Sequence, Enrollment, Credentials, etc., please ensure that all required contacts are provided. The system is "locked" and the contact form becomes available in October.

CTE ACCOUNTABILITY

CTE DATA REPORTING TASKS DURING THE FIRST HALF OF THE SCHOOL YEAR

- Update contact information as soon as possible in October. The CTE Data Portal is “locked” until all required contacts are provided. There are four required contact types: CTE Director, CTE Data Reporter, Superintendent, and Business Manager.
- Update the coherent sequence. Ensure that all programs offered at each school is reflected on the schools' coherent sequence page. Ensure that any programs that are no longer offered are removed from the coherent sequence. Enrollment may be reported only for programs/courses on the coherent sequence. Ensure that articulated classes align to the attending school's coherent sequence, if applicable.
- In October or November, create a test file or spreadsheet for your Fall term enrollment, even if credits are not yet available. The test file should contain all students that were enrolled in the school's CTE courses on October 14, 2023. Try uploading/entering the test data into the CTE Data Portal and resolve any errors.
Tip: Report all students with the credit they would earn if they passed the class – then, after credits are posted, you can go back and change those that did not pass to reflect the zero-credit earned.
- Organize the contact information for last year's graduating concentrators (students that appear on your Placement Survey list). The CTE Director should establish a process for contacting these students (or otherwise attaining their placement information) and reporting it in the CTE Data Portal. Begin contacting students near the mid-winter break.
Tip: If multiple people are responsible for contacting students, each person may have access to the CTE Data Portal to report the information for those that they contact.
- The CTE Director should establish a methodology for collecting, organizing, storing, and reporting CTE Industry Credential information. Each credential that is reported in the CTE Data Portal should have some form of “backing documentation” which may, at some point, be requested by ADE. Report industry credentials whenever you can during the school year.
Tip: All credential attempts should be reported, but unsuccessful attempts (student did not earn credential) do not require “backing documentation”. Only successful attempts (student earned credential) will require the documentation.
- After reporting your Fall term enrollment, use the CTED/School Enrollment Discrepancy Report to view and resolve any differences between your articulated enrollment data and your CTED's enrollment data, if applicable. Ensure that any discrepancies are resolved or are explainable.



FAFSA BOOTCAMP

WEBINARS

PREPARING FOR THE BETTER FAFSA FORM

Thursday, October 26, 2023, 10-11 a.m.

Learn about the latest changes to the 2024-25 FAFSA and how to create an FSA ID, including the new process for parents without a social security number, in this engaging training webinar.

[Register here.](#)

FAFSA 101: FORM OVERVIEW AND PELL ELIGIBILITY

Thursday, November 2, 2023, 10-11 a.m.

This webinar will dive into the crucial aspects of the FAFSA form. Gain clarity on which parent information is required, learn how to support special student populations, review the FAFSA Submission Summary and master the verification process.

[Register here.](#)

FAFSA 201: ADVANCED FAFSA TOPICS

Thursday, November 9, 2023, 10-11 a.m.

This training will provide a demo of the 2024-25 FAFSA, details on the new SAI calculation to determine Pell Grant eligibility and additional updates and information to know about the new Better FAFSA form.

[Register here.](#)

ARIZONA COLLEGE CONNECT: NEW FAFSA DATABASE ENHANCEMENTS AND UPDATES

Thursday, November 16, 2023, 10-11 a.m.

This webinar unveils the latest updates and enhancements in Arizona's FAFSA database: Arizona College Connect. Discover the powerful features of the system and learn how to leverage your student-level FAFSA data for strategic outreach to high school seniors.

[Register here.](#)

BECOME A FAFSA EXPERT!

Participate in the new "Better FAFSA" training series and become a Free Application for Federal Student Aid (FAFSA) expert! This **FREE** training offers a comprehensive FAFSA overview designed specifically for high school counselors, college and career specialists, educators and college access professionals.

Equip yourself with the necessary skills and knowledge to effectively assist students and families in completing the FAFSA, ensuring they can access the financial aid they need for higher education.

CTE Recruitment and Retention Best Practice Example Collection Form



The Arizona Department of Education and Vocational Rehabilitation program **invite you to share examples of your school's CTE recruitment and retention practices of students with disabilities!** Examples may include, but are not limited to: curriculum, events, marketing materials, presentations, and support structures.

Please scan the QR code to submit your example(s)



Collected examples will be shared on a Padlet hosted by Arizona's Department of Education for other schools and educators to reference and develop ideas to enhance their current practices.

Please email Emily.Brown@azed.gov with questions.

School Counselor Resources



Contact Information:
Emily Brown, School Counselor Director
602-542-5353
Emily.Brown@azed.gov



CTE Directors! Advise your teachers to speak with outstanding high school seniors to ask them to apply for the 2023-2024 U.S. Presidential Scholars in CTE program!



In 2015, the prestigious U.S. Presidential Scholars Program began recognizing outstanding students in the field of Career and Technical Education. The move was designed to highlight innovation within CTE programs and the educators who empower these students.

Students are initially selected based on their accomplishments in career and technical education fields. Students are nominated through their Chief State School Officer. Each CSSO can nominate up to five candidates who meet the U.S. Presidential Scholars candidacy requirements. Candidacy materials are mailed to the selected students, and they are invited to apply to the program.

To be considered further, candidates must submit candidacy materials, including essays, self-assessments, secondary school reports, and transcripts. Candidates are evaluated on their academic achievement, personal characteristics, leadership and service activities, and an analysis of their essay.

In late March, 60 CTE semifinalists are chosen by an independent, national committee of educators convened by the Commission on Presidential Scholars. In April, the Commission on Presidential Scholars makes the final selection of up to 20 Presidential Scholars in Career and Technical Education.

Announcement was emailed August 21

From Kathy.Bowersock@azed.gov

*After a student has completed their application and essay their documents **must** be submitted to their District CTE Director for review. Once the District CTE Director has reviewed and approved the documents for submission, they **must then be submitted by the CTE Director to the Arizona Department of Education and must** be received by mail or email by close of business on **Friday, October 13, 2023**. Students and/or parents **may not** submit the applications directly to the Arizona Department of Education or to the U.S Department of Education.*

Arizona CTE has had a winner every year since 2018. Awards include presidential medals and certificates and recognition events given by the Arizona Department of Education and the U. S. Department of Education. - <https://www2.ed.gov/programs/psp/awards.html>