



Career and Technical  
Education

# CTE Administrators Meeting

November 2, 2023



Career and Technical  
Education

# Updates for the Technical Standards and Technical Skills Assessments

# New or Updated Technical Standards for 2024

**WANTED Industry's Help to Validate  
Technical Standards for CTE Programs**

Please help us identify industry representatives who can be part of a Standards Validation Committee and help us identify the knowledge and skills that should be taught in the programs listed below. This should be someone in your community who performs or supervises entry-level workers in any of these occupational areas.

- > Automotive Collision
- > Culinary Arts
- > Diesel Engine
- > Early Childhood Education
- > Energy Systems
- > Fashion Design and Merchandising
- > Heating, Ventilation and Air Conditioning (in process)
- > Heavy Industrial Maintenance
- > Music and Audio Production
- > Network Security
- > Plumbing (in process)
- > Software and App Design

Meetings will be in-person or virtually depending on the preference of the committee. Once committee members are identified a formal invitation will be sent along with the meeting platform, date and time, and an overview of the validation process.

**TO NOMINATE AN INDUSTRY REPRESENTATIVE for a Validation Committee, complete the form below, scan, and attach this page in an email OR include the required information in the body of an email and send to [judy.balogh@azed.gov](mailto:judy.balogh@azed.gov). Contact Judy if you have questions at this email or at 602-542-4155.**

CTE Program (see list above):
Name:
Business:
Address:
Phone:
Email:
Person providing nomination including contact information:
Phone:
Email:

**Automotive Collision**

Culinary Arts

**Diesel Engine**

Early Childhood Education

**Energy Systems**

Fashion Design and Merchandising

**Heating, Ventilation, and Air Conditioning**

Heavy Industrial Maintenance

**Music and Audio Production**

Network Security

**Plumbing**

Software and App Design

# Update on Technical Skills Assessments (TSA)

## TSA TROUBLESHOOTING GUIDE WITH VIDEO LINKS

This information identifies common issues and solutions that may occur when working with the Technical Skills Assessment (TSA) Dashboard. CTE staff members with [ADEConnect](#) accounts can access the TSA Dashboard.

The TSA Dashboard contains access to:

- ADEConnect
- Certificate Mailing Address Requests
- Registrations and Rosters
- Change Req.
- Administering
- Performance



Home | Certificate

October 2  
October 2  
December

Note: The Troubleshooter Assessment Overview registering and testing

Email: [CTEAssessmentH](mailto:CTEAssessmentH)



## CTE Technical Skills Assessment Overview Guide

Arizona Department of Education, Career and Technical Education

2023-2024 Edition

## 2023-2024 TSA Testing Schedule

Fall: October 23–December 1

Spring: March 18–May 3

## Access to Technical Skills Assessment Resources and Contact Information

TSA Webpage at <https://www.azed.gov/cte/assessments>

TSA Dashboard available with ADEConnect Account

Helpline: 602-542-5452

Email: [CTEAssessmentHelp@azed.gov](mailto:CTEAssessmentHelp@azed.gov)

# 2024 CTE TSA Teacher Institutes

The Annual CTE TSA Teacher Institutes to work with Teacher Committees to review, edit, and develop assessment items will be held March through June.

### Recommendation-Application-Notification Process for the Technical Skills Assessment Meetings (TSAs) for 2024

**CTE Directors**

Recommend teachers to receive TSA application  
Support teachers' mileage and per diem if selected to participate

**CTE Teachers**

Confirm CTE director's consent to participate in TSA meeting

**CTE TSA Staff**

Send applications to teachers recommended by CTE directors

**Dear Teacher**, you are invited to apply and develop assessment items with other assessment process, those who have geographic diversity.

Each Institute begins at 8:30 a.m. and ends at 4:30 p.m. Teachers receive a stipend of \$250 and earn 8 hours of Professional Development Credit. Please note below that each date features a different set of assessment items. Submit the application by the date indicated. You will be notified by email regarding your status.

**TSA Institute Saturday, March 9, 2024 - West-MEC Glendale-START Bldg.**

- Diesel Engine Repair
- Dental Assisting
- Welding Technologies
- Film and TV Production
- Electronic Technologies
- Heavy Equipment Operations
- [Link Available Soon](#)

**TSA Institute Tuesday, June 4, 2024 Chandler-ASU Innovation Center**

- Automotive Collision Repair
- Music and Audio Production
- Business Operations
- Business Management
- Network Security
- Early Childhood Education
- [Link Available Soon](#)

**2024 CTE Technical Skills Assessment Teacher Institutes  
— Announcement and Application Process —**

**Dear Director**, the Annual CTE Technical Skills Assessment Teacher Institutes bring teacher committees together to review, update, and develop assessment items for their program's TSA. Each committee includes teachers new to the assessment process, those who have experienced the assessment work previously, and as well, geographic diversity is an important consideration. Each Institute begins at 8:30 a.m. and concludes by 4:30 p.m. Teachers receive a stipend of \$250 and 8 hours of Professional Development Credit, with lunch on their own. Meeting dates, programs, locations, and application deadlines are listed below. The application links for the TSA Institutes will be emailed to directors and teachers before the end of the year. Applicants and their directors will be notified by email regarding their status to participate in the Institutes.


Technical Skills Assessment Meetings - 2024		
		Application/Notification
<p>➤ Saturday, March 9 at West-MEC Glendale-START Bldg.</p> <ul style="list-style-type: none"> <li>Diesel Engine Repair</li> <li>Dental Assisting</li> <li>Welding Technologies</li> <li>Film and TV Production</li> <li>Electronic Technologies</li> <li>Heavy Equipment Operations</li> </ul>	<p>➤ Saturday, April 6 at West-MEC Glendale-START Bldg.</p> <ul style="list-style-type: none"> <li>Construction Technologies</li> <li>Fashion Design &amp; Merchandising</li> <li>Stagecraft</li> <li>Cosmetology and Related Services</li> <li>Air Transportation</li> <li>Architectural Drafting</li> </ul>	<p>Application available: January 5, 2024 Application deadline: February 2, 2024 Notification of acceptance: February 16, 2024</p>
<p>➤ Saturday - May 18 at West-MEC Glendale-START Bldg.</p> <ul style="list-style-type: none"> <li>Automation and Robotics</li> <li>Digital Printing</li> <li>Engineering</li> <li>Digital Photography</li> </ul>	<p>➤ Tuesday, June 4 at Chandler-ASU Innovation Center</p> <ul style="list-style-type: none"> <li>Automotive Collision Repair</li> <li>Music and Audio Production</li> <li>Business Operations</li> <li>Business Management</li> <li>Network Security</li> <li>Early Childhood Education</li> </ul>	<p>Application available: February 23, 2024 Application deadline: March 22, 2024 Notification of acceptance: April 19, 2024</p>
<p>➤ Tuesday, June 11 at Chandler-ASU Innovation Center</p> <ul style="list-style-type: none"> <li>Software and App Design</li> <li>Culinary Arts</li> <li>Finance</li> <li>Technology Devices</li> <li>Maintenance</li> <li>Aircraft Mechanics</li> </ul>	<p>➤ Thursday, June 13 at Chandler-ASU Innovation Center</p> <ul style="list-style-type: none"> <li>Hospitality Management</li> <li>Veterinary Assisting</li> <li>Home Health Aide</li> <li>Sports Medicine and Rehabilitation</li> <li>Laboratory Assisting</li> </ul>	<p>Application available: April 12, 2024 Application deadline: May 10, 2024 Notification of acceptance: May 17, 2024</p>

**What we need from you!**

**PLEASE SPREAD THE WORD** when you receive the announcement about the TSA Institutes.

- Recruit teachers who have shared an interest in participating in the development of TSA items.
- Encourage teachers new to the assessment process to apply so they will be better informed.
- Remind teachers who are interested in the Institutes to submit the application by the deadline.
- Support your teachers' mileage and per diem if selected to participate.

IF YOU HAVE QUESTIONS, please contact Cathy Reed ([cathy\\_reed@azed.gov](mailto:cathy_reed@azed.gov)) or Judy Balogh ([judy\\_balogh@azed.gov](mailto:judy_balogh@azed.gov)).

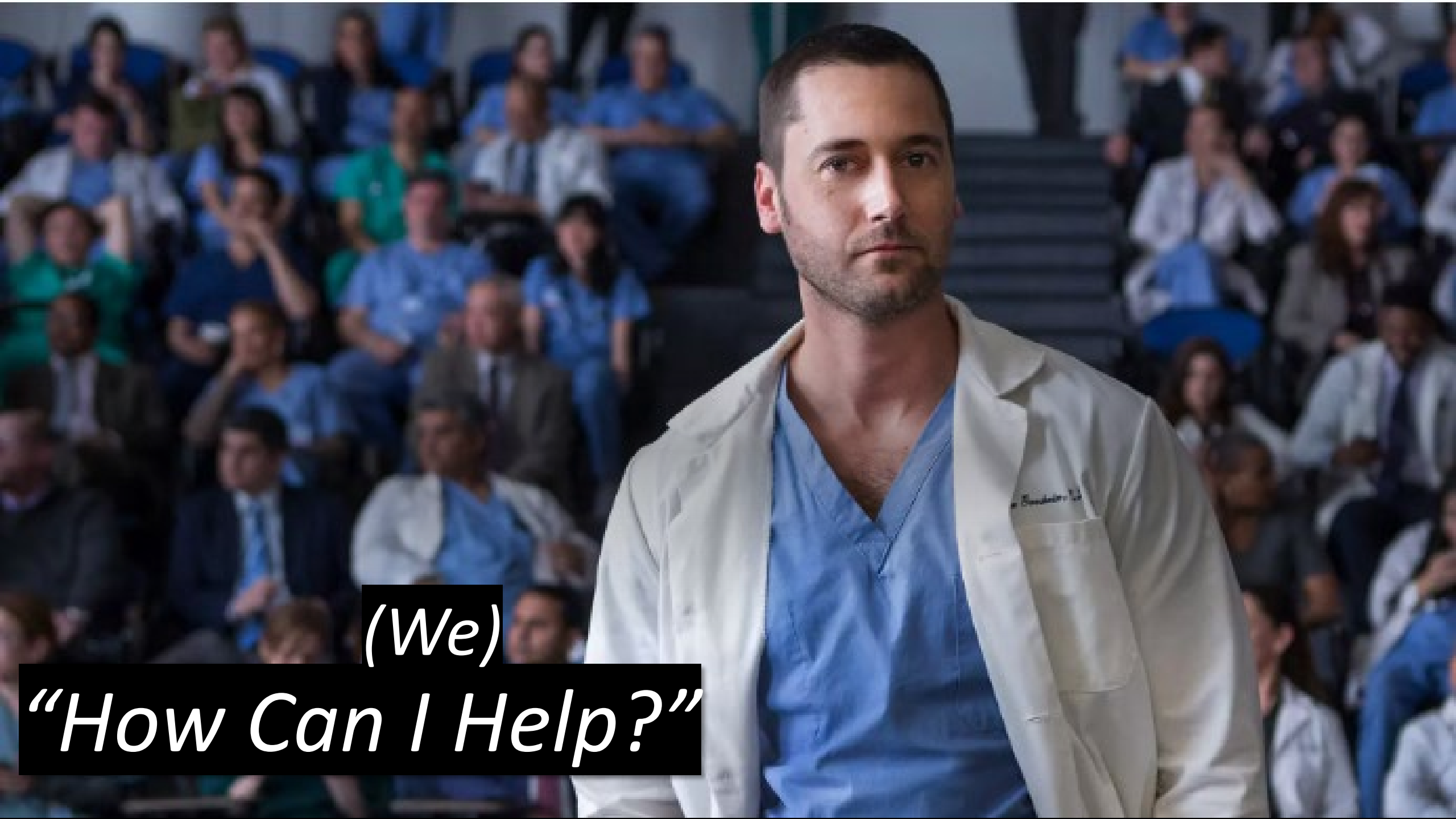


# **Career and Technical Student Organization (CTSO) Updates**



Career and Technical Education





*(We)*

*“How Can I Help?”*



Career and Technical  
Education

# CTE Program Services Updates



# Program Services Webpages

- <https://www.azed.gov/cte/programs>
  - Program List
  - Standards
  - Embedded Academics
  - Local Occupational Programs (LOP)
    - Application open until November 30<sup>th</sup>
  - Quality and Compliance Monitoring
  - Resources
- <https://www.azed.gov/cte/cte-industry-credentials>
  - Credentials lists
  - Update credentials process
  - Credential application
- <https://www.azed.gov/cte/work-based-learning>
  - Work-based Learning Guide
  - Resources

# CTE Programs and Standards Page

- Monitoring Resources

## ▼ ADE Quality and Compliance Monitoring

- [ADE Quality and Compliance Monitoring Form](#)
- [Quality and Compliance Monitoring Guide](#)
- [Monitoring Form Process Guide](#)
- CTED Community College Monitoring Document - [Excel](#) ~ [PDF](#)
  - CTED IGA Addendum - [file](#)
  - ARS 15-393 HLC Crosswalk - [file](#)
- CTED Community College Monitoring Guide ~ [PDF](#)
- Sample Inventory Template - [Excel](#)
- [2020-2025 Monitoring Schedule](#)
- 2023-24 Monitoring Training Videos
  - [2024 Monitoring Training Power Point](#)
  - Updated 2022-2023 CTE Program Monitoring Schedule - [PDF](#)

# Monitoring News – Year 5 of 5

- Districts being monitored in SY24-25
  - CTD and member districts
  - GIFT and member districts
  - Pima JTED and member districts
- Mandatory Monitoring Training
  - Prescott Resort Granite Room
  - January 31, 2024
    - Check-in: 12:30pm
    - Starts at 1:00pm

# Important Email Addresses

- For all CTE program monitoring questions:
  - [CTELocalPrograms@azed.gov](mailto:CTELocalPrograms@azed.gov)
- CTE Program Services
  - [Cindy.Gutierrez@azed.gov](mailto:Cindy.Gutierrez@azed.gov)
- Technical Assistance – monitoring electronic applications
  - [Janai.Nesby@azed.gov](mailto:Janai.Nesby@azed.gov)
- Agriculture & Welding
  - [Bruce.Watkins@azed.gov](mailto:Bruce.Watkins@azed.gov)
- Business & Marketing Education, Communication Media Tech
  - [Elena.Sobampo@azed.gov](mailto:Elena.Sobampo@azed.gov)
- Construction Science Technologies
  - [Joe.Grieco@azed.gov](mailto:Joe.Grieco@azed.gov)
- Engineering Sciences, Information Tech
  - [Tracy.Rexroat@azed.gov](mailto:Tracy.Rexroat@azed.gov)
- Family & Consumer Sciences, Education & Training
  - [Kylie.Chamblee@azed.gov](mailto:Kylie.Chamblee@azed.gov)
- Health Science Technologies
  - [Wesley.Wood@azed.gov](mailto:Wesley.Wood@azed.gov)
- Public Service Careers, Transportation Technologies
  - [Jason.Wojcik@azed.gov](mailto:Jason.Wojcik@azed.gov)

# Important Dates

## New Local Occupational Program Applications

- Opened October 1<sup>st</sup>
- Closes November 30<sup>th</sup>
- Online application at [www.azed.gov/cte/programs](http://www.azed.gov/cte/programs)

# Important Dates

## New 2023-2024 Credentials List

- Six new credentials approved by School Board of Education (SBE)
- List available online at [www.azed.gov/cte/cte-industry-credentials](http://www.azed.gov/cte/cte-industry-credentials).

## Credentials Updates/Changes/Corrections

- Online form for input/justification – open continuously
- [www.azed.gov/cte/cte-industry-credentials](http://www.azed.gov/cte/cte-industry-credentials)

## New Credentials Applications

- Online form – opens March 1<sup>st</sup> and closes April 30<sup>th</sup>
- [www.azed.gov/cte/cte-industry-credentials](http://www.azed.gov/cte/cte-industry-credentials)

# CTE Program Services

Cindy Gutierrez

Director, CTE Program Services

602-542-4365

[Cindy.Gutierrez@azed.gov](mailto:Cindy.Gutierrez@azed.gov)



Career and Technical  
Education

# Perkins V: Performance Measure and State Determined Performance Levels Revisions

CTE Administrators Meeting  
November 2, 2023



# Today's Anticipated Outcomes

- Understand how we got here.
- Understand Perkins – A General Overview and Added Value
- Understand the Timeline – The start of a conversation
- Participation in Activity
  - Understand the data today are PROPOSALS
  - Collect Feedback

## AGREEMENT

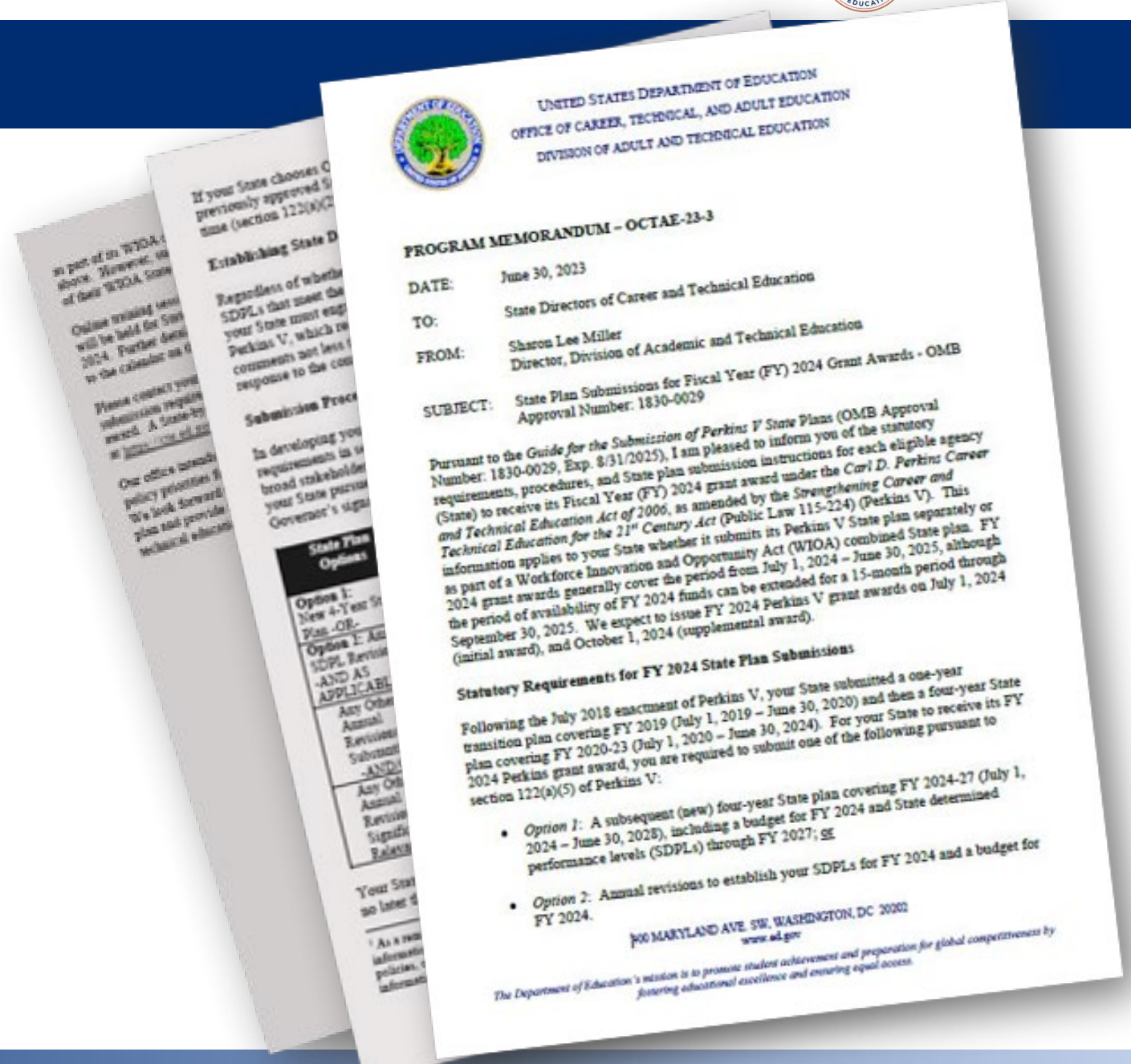
- Appreciate your professionalism.
- Be mindful of your participation.
  - Designated time for feedback

# Perkins V Revision

## HOW DID WE GET HERE?

Pursuant to the Guide for the Submission of Perkins V State Plans ... I am ***pleased to inform you*** of the statutory requirements, procedures, and State plan submission instructions ....

A subsequent (new) four-year State plan covering FY 2024-27 (July 1, 2024 – June 30, 2028), including a budget for FY 2024 and State determined performance levels (SDPLs) through FY 2027.



# Perkins V - General Overview

- The 21st Century Act (Perkins V) requires that each state establish a performance accountability system.
- Eight Perkins V performance measures (State Determined Performance Levels - SDPL).
- Continuous improvement on an annual basis.
- Performance for: LEA-level, individual school-level, and individual program-level reports.
- Districts must meet 90% of the Annual SDPLs.
- May be placed on an Improvement Plan.
- Directed Improvement Plan for missing 90% for three years.



**CONTINUOUS  
IMPROVEMENT**

8 Performance  
Indicators  
SDPLs



**CALCULATED  
ANNUALLY**

SDPLs Increase  
each Year



**MEET EACH  
YEAR (@90%)**

Program Level  
School/District  
Level

# Perkins V - Added Value

Plan will address the Findings in the 2017 Auditor General's Report.

- Enhance Data for TSA
- Enhance Data for Placement
- Include Granular Data for Credentials

# Timeline

- March 1st, 2024 – DRAFT POSTED

*(providing the opportunity for written comments not less than 60 days prior to submission)*

- May 10, 2024 – FINAL PLAN DUE

# Requirements for Setting SDPL

Requirements are established in §113(b)(3)(a)(i)(III) of Perkins V:

- (aa)** be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;
- (bb)** require the state to continually make meaningful progress toward improving the performance of all CTE students...;
- (cc)** have been subject to the public comment process...and [ADE] has provided a written response;
- (dd)** take into account how the levels of performance compare with the SDPLs for other States...;
- (ee)** be higher than the average actual levels of performance of the 2 most recently completed program years, except in the case of unanticipated circumstances that require revisions...;
- (ff)** take into account the extent to which the SDPLs advance [ADE's] goals...

# Requirements for Setting SDLP

Requirements are established in §113(b)(3)(a)(i)(III) of Perkins V:

- (aa) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;

This is the “performance floor”, the minimum target for FY 2024 and the baseline on which the next four years of performance targets are based

- (ee) be higher than the average actual levels of performance of the 2 most recently completed program years, except in the case of unanticipated circumstances that require revisions...;
- (ff) take into account the extent to which the SDPLs advance [ADE’s] goals...

# Requirements for Setting SDLP

Requirements are established in §17(b)(7)(a)(i)(II) of Perkins V:

- (aa) be expressed in a percentage or number that is quantifiable, and measurable;
- (bb) require the state to continually measure the performance of all CTE students;
- (cc) have been subject to the public comment process and a written response;
- (dd) take into account how the levels of performance in other States...;

(ee) be higher than the average actual levels of performance of the 2 most recently completed program years, **except in the case of unanticipated circumstances that require revisions...;**

(ff) take into account the extent to which the SDPLs advance [ADE's] goals...

Arizona can revise the SDPL if unanticipated circumstances arise or changes occur related to improvements in data or measurement approaches, such as:

- New academic assessments
- Improved approach to collecting data that increases validity
- Poor or incomplete data from one or both of the 2 most recently completed program years

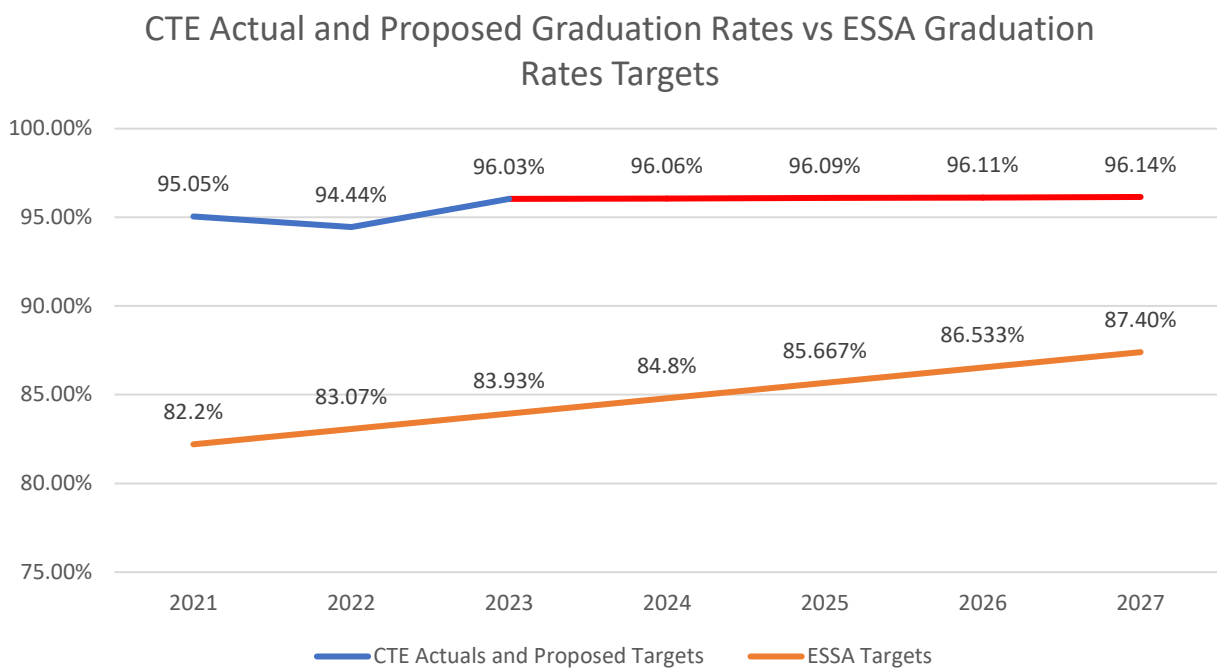


# 151 Graduation Rate

- Based on the four-year adjusted cohort graduation rate defined in Every Student Succeeds Act (ESSA)
- No changes to Perkins definition or calculation
- **Numerator:** Number of CTE concentrators who graduate with their cohort in the reporting year.
- **Denominator:** Number of CTE concentrators in the cohort in the reporting year.

# 1S1 Graduation Rate

2020-2021 Actual	2021-2022 Actual	2022-2023 Actual	Proposed 2023-2024	Proposed 2024-2025	Proposed 2025-2026	Proposed 2026-2027
95.05%	94.44%	96.03%	96.06% 90%: 86.45%	96.09% 90%: 86.48%	96.11% 90%: 86.5%	96.14% 90%: 86.53%



- Performance floor is 95.24%
- Proposed targets place CTE target 10% greater than ESSA targets over 4 years.

# 2S1 Reading/ELA Proficiency

- Removal of cohort year in calculation

## Existing Definition/Calculation

- **Numerator:** Number of CTE concentrators in the reporting year cohort who met or exceeded all the reading standards measured on a State Reading Assessment test and left secondary education in the reporting year.
- **Denominator:** Number of CTE concentrators in the reporting year cohort who took a State Reading Assessment test and left secondary education in the reporting year.

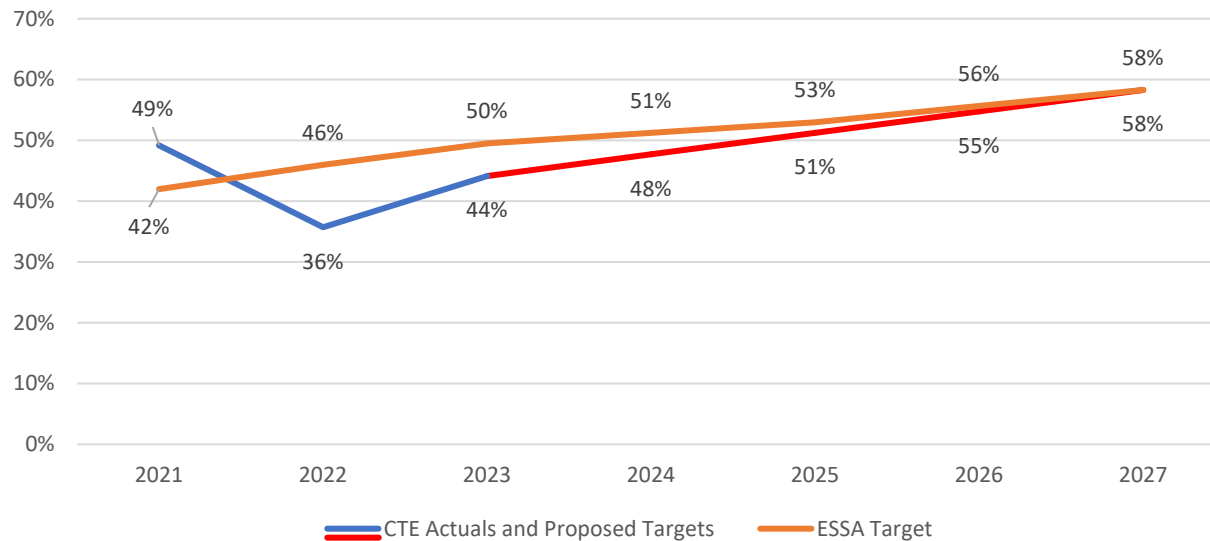
## Existing Definition/Calculation

- **Numerator:** Number of CTE concentrators who met or exceeded all the reading standards measured on a State Reading Assessment and left secondary education in the reporting year.
- **Denominator:** Number of CTE concentrators who took a State Reading Assessment and left secondary education in the reporting year.

# 2S1 Reading/ELA Proficiency

2020-2021 Actual	2021-2022 Actual	2022-2023 Actual	Proposed 2023-2024	Proposed 2024-2025	Proposed 2025-2026	Proposed 2026-2027
49.21%	35.73%	44.17%	47.71%	51.25%	54.79%	58.33%
			90%: 42.94%	90%: 46.13%	90%: 49.31%	90%: 52.50%

CTE Actual & Proposed ELA Proficiency vs ESSA Targets for 11th Grade ELA Proficiency



- Performance floor is 39.95%
- Proposed targets place CTE target on par with ESSA targets over 4 years.
- Actual performance for CTE concentrators is roughly aligned to statewide performance in 2021 and 2022
- Based on those two years' available data, state performance is 5% less than ESSA target, CTE is 10% below ESSA target

# 2S2 Mathematics Proficiency

- Removal of cohort year in calculation

## Existing Definition/Calculation

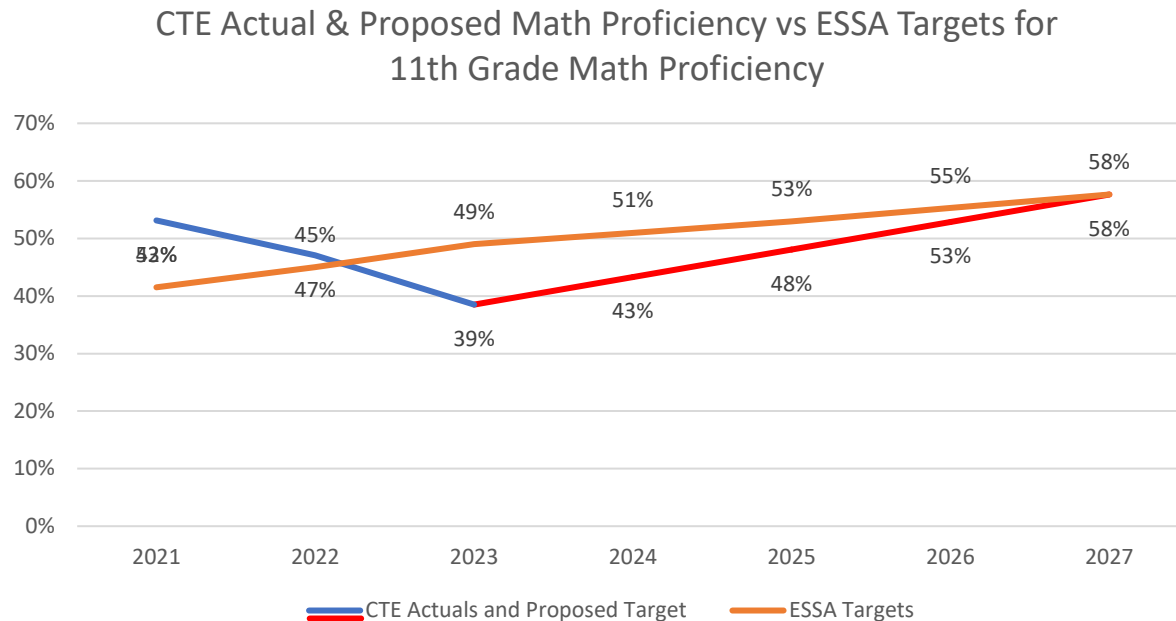
- **Numerator:** Number of CTE concentrators in the reporting year cohort who met or exceeded all the mathematics standards measured on a State Mathematics Assessment test and left secondary education in the reporting year.
- **Denominator:** Number of CTE concentrators in the reporting year cohort who took a State Mathematics Assessment test and left secondary education in the reporting year.

## Existing Definition/Calculation

- **Numerator:** Number of CTE concentrators who met or exceeded all the Mathematics standards measured on a State Mathematics Assessment and left secondary education in the reporting year.
- **Denominator:** Number of CTE concentrators who took a State Mathematics Assessment and left secondary education in the reporting year.

# 2S2 Mathematics Proficiency

2020-2021 Actual	2021-2022 Actual	2022-2023 Actual	Proposed 2023-2024	Proposed 2024-2025	Proposed 2025-2026	Proposed 2026-2027
53.17%	47.09%	38.54%	43.32%	48.10%	52.89%	57.67%
			90%: 38.99%	90%: 43.29%	90%: 47.60%	90%: 51.90%



- Performance floor is 42.82%
- Proposed targets place CTE target on par with ESSA targets over 4 years.
- Actual performance for CTE concentrators is roughly aligned to statewide performance in 2021 and 2022
- Based on those two years' available data, state performance is 35% less than ESSA target, CTE is 8% above ESSA target (but 1% below ESSA if including 2023)

## 2S3 Science Proficiency

- Removal of cohort year from calculation
- Extenuating circumstances allow us to bypass the performance floor requirement (substantially new science assessment)
- **Numerator:** Number of CTE concentrators in the reporting year cohort who met or exceeded all the science standards measured on a State Science Assessment and left secondary education in the reporting year.
- **Denominator:** Number of CTE concentrators who took a State Science Assessment and left secondary education in the reporting year.

# 2S3 Science Proficiency

AzSCI data introduced

2020-2021 Actual	2021-2022 Actual	2022-2023 Actual	Proposed 2023-2024	Proposed 2024-2025	Proposed 2025-2026	Proposed 2026-2027
<del>42.20%</del>	<del>47.82%</del>	22.11%	24.08% <i>90%: 21.67%</i>	26.06% <i>90%: 23.45%</i>	28.03% <i>90%: 25.22%</i>	30.00% <i>90%: 27%</i>

- Performance floor is 34.97%, but this may be bypassed due to new science assessment (AzSCI)
- Proposed targets are set by establishing a goal and working towards goal.
- Only one year of data available for AzSCI – actual state performance in 2022 is 20%.

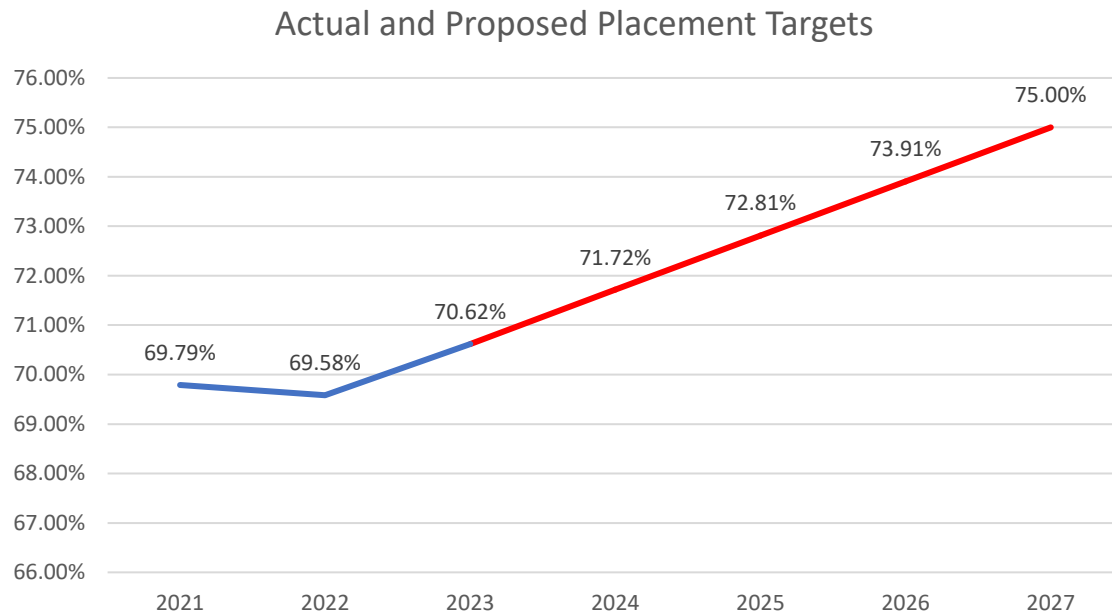


# 3S1 Placement

- No changes to Perkins definition or calculation
- **Numerator:** Number of CTE concentrators who, in the second quarter after exiting from secondary education, were placed in postsecondary education or advanced training, in military service, in a service program that receives assistance through the National & Community Service Act of 1990, in the Peace Corps, or employed.
- **Denominator:** Number of CTE concentrators who left secondary education in the reporting year.

# 3S1 Placement

2020-2021 Actual	2021-2022 Actual	2022-2023 Actual	Proposed 2023-2024	Proposed 2024-2025	Proposed 2025-2026	Proposed 2026-2027
69.79%	69.58%	70.62%	71.72% <i>90%: 64.54%</i>	72.81% <i>90%: 65.53%</i>	73.91% <i>90%: 66.51%</i>	75.00% <i>90%: 67.5%</i>



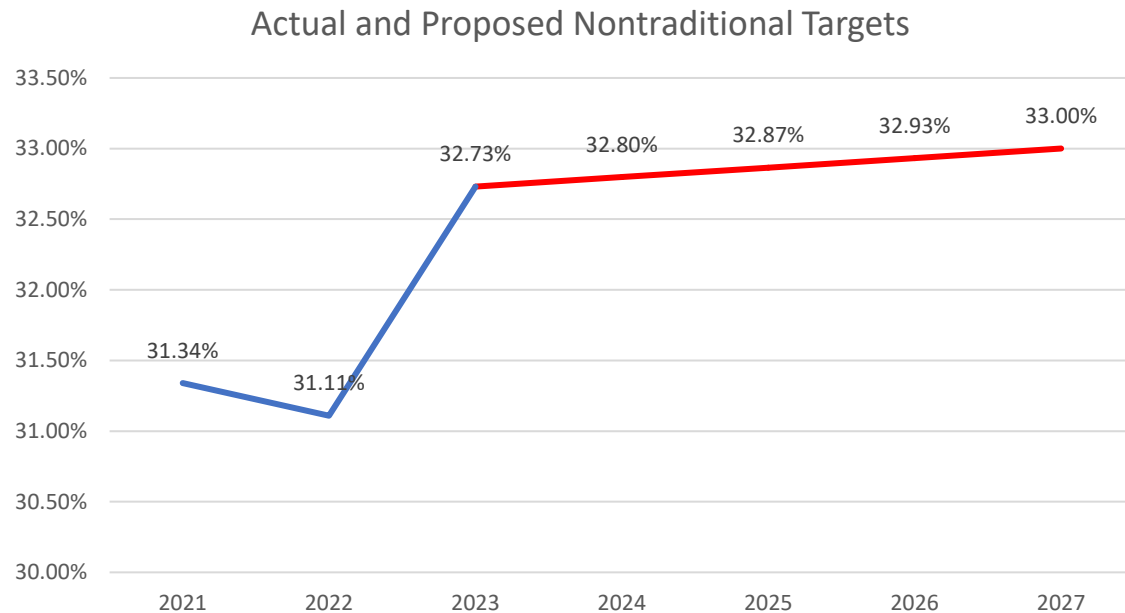
- Performance floor is 70.1%.
- Proposed targets are set by establishing a goal and working towards goal. Proposed targets are set assuming a goal of 75%, which maintains linear progression along current trend.

## 4S1 Nontraditional

- No changes to Perkins definition or calculation
- **Numerator:** Number of nontraditional CTE concentrators in a nontraditional program in the reporting year.
- **Denominator:** Number of CTE concentrators in a nontraditional program in the reporting year.

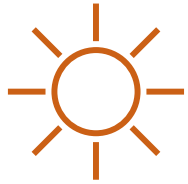
# 4S1 Nontraditional

2020-2021 Actual	2021-2022 Actual	2022-2023 Actual	Proposed 2023-2024	Proposed 2024-2025	Proposed 2025-2026	Proposed 2026-2027
31.34%	31.11%	32.73%	32.80%	32.87%	32.93%	33.00%
			90%: 29.52%	90%: 29.58%	90%: 29.64%	90%: 29.7%



- Performance floor is 31.92%.
- 33% target is minimum performance to maintain performance floor in the baseline year and increase year over year.
- Proposed targets are set by establishing a goal and working towards goal. Proposed targets are set assuming a goal of 33%, which is an aggressive, yet realistic goal based on prior years' actual performance.

# Discussion & Feedback on 1S1, 2S1, 2S2, 2S3, 3S1, & 4S1



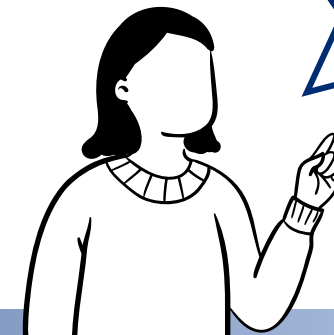
## Warm

- What resonates with us is ....
- The essential qualities are ...
- The best bit was ...



## Cool

- Did you think of ...?
- It would better if ...
- The implications to my work are..



Discuss at  
your table;  
each table  
has a note-  
taker.

# 5S1 Industry Recognized Credentials

## Existing Definition/Calculation

- **Numerator:** Number of CTE concentrators who graduated from high school during the reporting year and earned a recognized postsecondary credential for their program.
- **Denominator:** Number of CTE concentrators who graduated from high school during the reporting year and attempted to earn a recognized credential for their program.

## New Definition/Calculation

- **Numerator:** Number of CTE concentrators that graduated from high school during the reporting year having earned a recognized industry credential for their program.
- **Denominator:** Number of CTE concentrators that graduated from high school during the reporting year.

# 5S1 Industry Recognized Credentials

## The Why

- Perkins V program quality indicator language:  
*“The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential”*
- New indicator definition will more accurately reflect the Perkins program quality indicator language.
- New indicator aligns with 18 out of 19 other states that use the 5S1 Program Quality indicator.

# Concerns

## Concern

- Credentials cost money, but credential incentive was discontinued.
- Testing Center / Location

## Potential Solution

- Perkins, State Priority, and CTED funds can be used to purchase credentials.
- ADE/CTE is investigating potential new funding sources

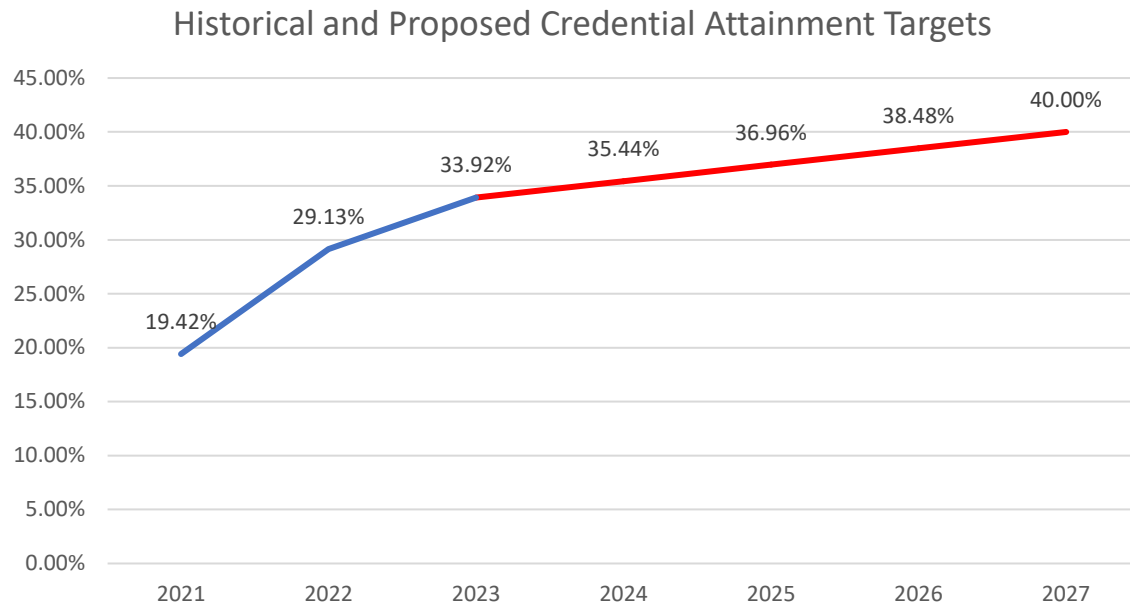


# 5S1 Industry Recognized Credentials

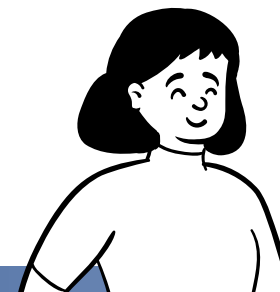
- New indicator is based on concentrators graduating in the reporting year and is not a cohort-based metric.
- Historical data for each district shows a weighted average of 33.96% in FY 2023, 29.15% in FY 2022, and 19.4% in FY 2021.
- Among other states that use this indicator, the weighted average performance is 37.72%. The weighted average performance target is 24.11%.
- Since the definition is changing, we can bypass the performance floor/minimum SDLP requirement (which would have been 87.41%.)

# 5S1 Industry Recognized Credentials

2020-2021 Actual	2021-2022 Actual	2022-2023 Actual	Proposed 2023-2024	Proposed 2024-2025	Proposed 2025-2026	Proposed 2026-2027
19.42%	29.13%	33.92%	35.44%	36.96%	38.48%	40.00%
4648 / 23931	7383 / 25345	8975 / 26458	90%: 31.9%	90%: 33.26%	90%: 34.63%	90%: 36%



- Performance floor based on historical performance using new definition is 31.53%.
- Proposed targets are set by establishing a goal and working towards goal. Proposed targets are set assuming a goal of 40%, which is an aggressive, yet realistic goal based on prior years' actual performance.



# 5S4 Technical Skills Assessment (TSA)

## Existing Definition/Calculation

- **Numerator:** Number of CTE concentrators who graduated from high school during the reporting year and passed the technical skills assessment for their program.
- **Denominator:** Number of CTE concentrators who graduated from high school during the reporting year who took the technical skills assessment for their program.

## New Definition/Calculation

- **Numerator:** Number of CTE concentrators that graduated from high school during the reporting year having passed the technical skills assessment for their program.
- **Denominator:** Number of CTE concentrators that graduated from high school during the reporting year.

# 5S4 Technical Skills Assessment (TSA)

## The Why

- Data is more reliable.
- Success on the TSA among all graduating concentrators is a truer picture of program quality than the TSA pass rate among select students.

# Concerns

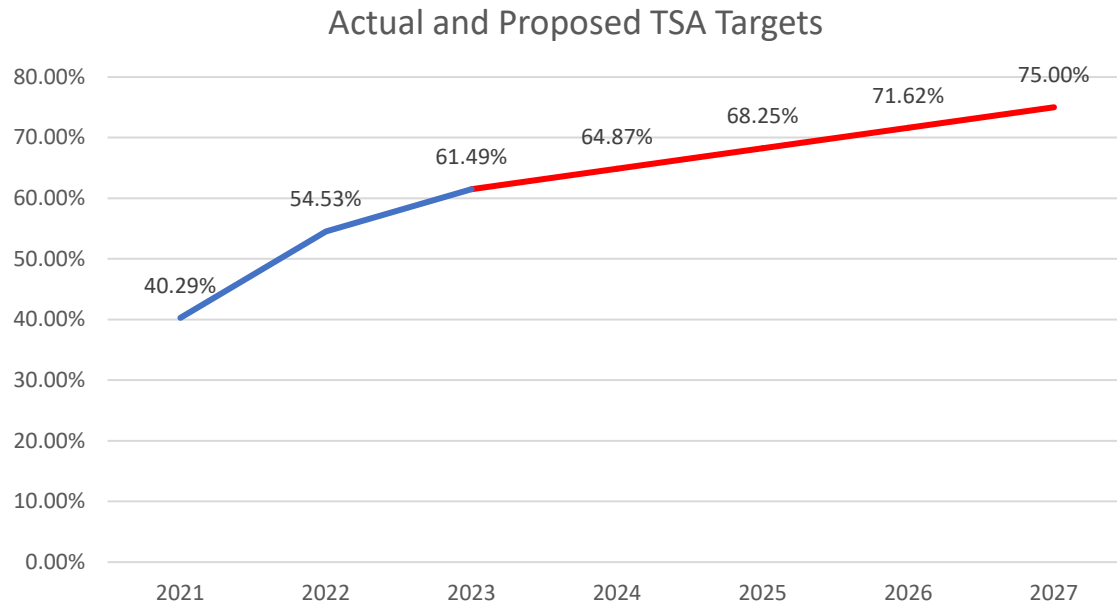
- Three-year programs
  - Students become a concentrator after passing two courses – performance indicator measures concentrators, not completers.
  - Students are eligible to take TSA in second year or third year for three-year programs and are not counted until they graduate.

## 5S4 Technical Skills Assessment (TSA)

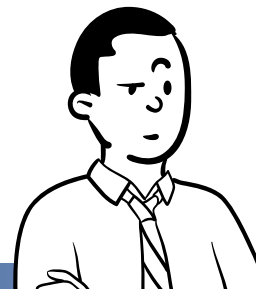
- New indicator is based on concentrators graduating in the reporting year and is not a cohort-based metric.
- Historical data for each district shows a weighted average of 61.39% in FY 2023, 50.22% in FY 2022, and 40.26% in FY 2021. COVID-19 had a significant impact on TSA participation.
- ADE will still report TSA pass rates by program for in-district use.
- Since the definition is changing, we can bypass the performance floor/minimum SDLP requirement (which would have been 75.76%.)

# 5S4 Technical Skills Assessment (TSA)

2020-2021 Actual	2021-2022 Actual	2022-2023 Actual	Proposed 2023-2024	Proposed 2024-2025	Proposed 2025-2026	Proposed 2026-2027
40.29%	54.53%	61.49%	64.87%	68.25%	71.62%	75.00%
9641 / 23931	12729 / 23345	16270 / 26458	90%: 58.38%	90%: 61.42%	90%: 64.46%	90%: 67.5%



- Performance floor based on historical performance using new definition is 58.02%.
- Proposed targets are set by establishing a goal and working towards goal. Proposed targets are set assuming a goal of 75%, which is an aggressive, yet realistic goal based on prior years' actual performance.




## Start of a conversation...

# Public Comment & Perkins V Plan Convenings

- Perkins V Plan Stakeholder Convenings to collect more input – Dates TBD
- Perkins State Plan will be posted for public comment at least 60 days prior to submission in May.
- ADE/CTE will announce this and provide a link to submit a comment. All comments will receive a written response.



# Resources



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EDUCATION**

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Home / Career and Technical Education / Welcome to AZ Career and Technical Education

## Welcome to AZ Career and Technical Education

**Career Technical Education (CTE)** provides students with the academic and technical skills, and with the knowledge and training necessary to succeed in future careers and to become lifelong learners. Foundational to CTE are rigorous program technical standards developed by

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[CTE Programs and Standards ▾](#)

[CTED - Career & Technical Education District](#)

*Career and Technical Education is part of a well-rounded education and, as such, CTE programs are eligible to access Title IV funds.*

### Announcements

- [Becoming a CTE Teacher](#)
- [Arizona Perkins V State Plan](#)
- [Arizona CTE Strategic Plan](#)

### What's New

- [My Future AZ](#)
- [Without Limits: A Shared Vision for the Future of Career Technical Education](#)
- [CTE & The State Seal of Arts Proficiency](#)

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