



CTE Administrators Meeting

July 13, 2025

10:00 a.m. – 11:30 a.m.

Sign-in begins at 9:30 a.m.; Meeting starts promptly at 10:00 a.m.
Loews Ventana Canyon Resort – 7000 N Resort Dr, Tucson, AZ 85750

AGENDA

Welcome and Introductions – Kevin Imes

Data and Accountability Update – Samuel Irvin

Career and Technical Student Organizations Update – Julie Ellis

Technical Standards/Technical Skills Assessments Update – Judy Balogh

Program Services Update – Michelle Martinez

Grants Update – Gina Schmitz

School Counseling Update – Emily Brown

Work-Based Learning Update – Robert Garcia

ADE Closing – Kevin Imes

**Next CTE Administrators Meeting will be held September 10, 2025,
at East Valley Institute of Technology (1601 W Main St, Mesa, AZ 85201)**

Conference Hotel - Westin La Paloma: \$120 per night plus 12.05% room tax
Conference Hotel – Loews Ventana Canyon Resort: \$120 per night plus 12.05% room tax
Please see <https://arizonactecon.com/reserve-your-room/> for overflow hotels and rate

CREDENTIALS THAT COUNT

ELEVATING CTE WITH INDUSTRY- RECOGNIZED CERTIFICATIONS

ADE CTE Program Services Team



ARIZONA DEPARTMENT OF
EDUCATION



The Arizona Department of Education maintains a robust, statewide catalog of approved industry-recognized certifications aligned to high-wage, high-demand careers. However, as technology and workforce demands continue to evolve, so too must the credentials we recognize.

ADE is currently refining the process for reviewing and approving new credentials, but two foundational requirements remain unchanged:

- 1. Submissions must originate from a school or district.**
 - ADE will not consider requests submitted directly by vendors, testing providers, or third parties.
- 2. Each application must include three letters of support from local employers.**
 - These letters must come from businesses or industry partners who are in a position to hire students earning the proposed credential.
 - Letters from vendors, educational institutions, or businesses unrelated to the credential's field will not be accepted.

We value your role in keeping Arizona's CTE programs aligned with real-world needs. Thank you for helping us ensure that every approved credential reflects genuine workforce demand and student opportunity.

ARIZONA STUDENTS ARE EARNING CREDENTIALS THAT COUNT

- In the past year alone:
 - **24,768 high school students** earned **31,790** nationally-recognized credentials
 - **15,772 postsecondary students** earned **19,002** credentials of the same caliber
- That's a combined total of **50,792** industry-recognized credentials — credentials that are strengthening job placement outcomes, increasing postsecondary engagement, and fueling Arizona's skilled workforce.

WHY INDUSTRY-APPROVED CREDENTIALS MATTER

- Prove career readiness with industry validation
- Align instruction to workforce needs
- Boost Perkins performance indicators
- Support college and career transitions



Scan here to access the Arizona Department of Education Industry Credentials Toolkit or visit www.azed.gov/cte/cte-industry-credentials

CTE IS THE PIPELINE — INDUSTRY CREDENTIALS ARE THE PROOF

Total Number of Secondary Students Who Earned an Industry Credential in 2023–2024	Total Number of Industry Credentials Earned by Secondary Students in 2023–2024
24,768	31,790
Career Cluster	Number of Industry Credentials Earned by Secondary (High School) Students
Agriculture, Food and Natural Resource	1,657
Architecture and Construction	3,811
Arts, Audio/Video Technology and Communications	1,876
Business, Management and Administration	731
Education and Training	2,697
Finance	140
Health Science	6,888
Hospitality and Tourism	1,149
Human Services	600
Information Technology	1,187
Law, Public Safety, Corrections and Security	1,969
Manufacturing	2,581
Marketing Sales and Service	1,483
Science, Technology, Engineering and Mathematics	962
Transportation, Distribution, and Logistics	4,071

Total Number of Post-Secondary Students Who Earned an Industry Credential in 2023–2024	Total Number of Industry Credentials Earned by Post-Secondary Students in 2023–2024
15,772	19,002
Career Cluster	Number of Industry Credentials Earned by Post-Secondary Students
Agriculture, Food, and Natural Resources	96
Architecture and Construction	953
Arts, Audio/Video Technology and Communications	1,122
Business, Management and Administration	2,826
Education and Training	706
Finance	301
Government and Public Administration	75
Health Science	4,930
Hospitality and Tourism	408
Human Services	377
Information Technology	1,152
Law, Public Safety, Corrections and Security	2,150
Manufacturing	1,644
Marketing Sales and Service	188
Science, Technology, Engineering and Mathematics	1,331
Transportation, Distribution, and Logistics	743

FUELING LOCAL WORKFORCE READINESS — ONE CREDENTIAL AT A TIME!



MEASURES TO RENEW ADMINISTRATOR AND TEACHER COMMITMENT TO TSA SUCCESS AND TSA DATA INTEGRITY

As with any work of significant outcome, there comes a time when it's important to review goals and objectives, evaluate accomplishments and overall success, and respond to areas that may need attention. It is this latter point that this document aims to address.

TECHNICAL SKILLS ASSESSMENTS (TSAs) are end-of-program assessments taken by students completing state-designated CTE programs. The TSA helps students prepare for industry certifications and further education and training. TSA results help teachers monitor and adjust their curriculum and instruction. TSA data is used for A-F reporting and is a component of the Perkins Performance Measures. CTE teachers are the content experts in the development, review, and analysis of assessment items, and the Arizona Career and Technical Education Quality Commission is the validating authority for the assessment system. Every year since the TSA began, we have seen an increase in the number of programs with TSAs and on an increase in the number of students taking the TSA, with the overall statewide performance all CTE programs remaining around 79%.

DURING THE PAST YEAR WE HAVE RECEIVED REPORTS OF IMPROPRIETIES IN TESTING— behaviors that are inappropriate, unacceptable, and violate established rules for testing. Failure to act on this issue may cause this problem to escalate, diminish the intrinsic value of the TSA, and invalidate the testing data. Some examples are—

- Students entering items into ChatGPT, compromising those test items
- Teachers proctoring their own students and helping them with answers to test items
- Too many students testing at one time with insufficient proctor coverage
- Inconsistencies in data on performance and test duration
- Misuse/abuse of the two eligibility policies that enable students to retest

MOVING FORWARD, ADE/CTE RECOMMENDS the following eight measures as we work together to renew our commitment to the success of the Technical Skills Assessment and to ensure that the testing data is secure and reliable.

1. We (ADE/CTE) will work with our IT Team to develop a lockdown process to keep students from opening additional browsers during testing, looking up answers to questions, copying test items into ChatGPT, etc. We will also research the feasibility of CTEDS, districts, and schools using a secure browser that has been successfully implemented for other assessment programs.

2. We (ADE/CTE) will add to the Change Request function on the TSA dashboard a self-reporting verification by you or your teachers that a student is eligible to retake the test conforming with the TSA eligibility policies.
3. We (ADE/CTE) will keep updated PowerPoints, tutorials, and guides such as the Student Technical Assessment Guide and the Proctor Instructions for Monitoring the TSA on the assessment webpage.
4. As a measure of accountability, CTE administrators must require that all CTE staff involved in TSA testing complete the Security and Testing Protocol Agreement. This document is managed by the designated CTE administrator for each testing cycle and kept on file in the district/school for up to 5 years. This agreement must be provided to ADE/CTE if requested at any time. This agreement is a link on the TSA dashboard and the CTE assessment webpage.
5. All teachers and proctors should utilize the ADE/CTE resources available on the TSA webpage and TSA Dashboard and be required to complete in-person or online training specific to registering students for the TSA, preparing students for the TSA, and proctoring the TSA. The CTE administrator should document teacher training and be able to provide this documentation to ADE/CTE if requested.
6. CTE administrators must engage CTE staff in positive conversation about the TSA and develop a plan to address possible “improprieties in testing.”
7. We (ADE/CTE) request that CTEDS, districts, and schools identify testing dates and agree to test single programs or small groups of students to prevent server overload. This will also help proctors better observe students during test administration.
8. We (ADE/CTE) will utilize an advisory committee of representatives from ACOVA, CTEDS, and CTE Directors to meet periodically to review the TSA goals and objectives, evaluate accomplishments, and address any concerns or issues.

Thank you!

Kevin Imes, Deputy Associate Superintendent and State Director for Career and Technical Education, 602-542-5805, kevin.imes@azed.gov

Judy Balogh, CTE Lead for Standards, Assessments, Career Development, 602-542-4155; judy.balogh@azed.gov

Hannah Higgs, CTE Assessment Program Specialist, 602-542-5044; TSA Hotline: 602-542-5452; Hannah.higgs@azed.gov



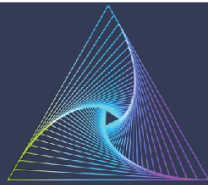
2025-2026 CTE Programs with Technical Skills Assessments (TSAs)

Programs with TSAs for NEW or UPDATED standards for the testing period are highlighted.

CIP	PROGRAM	CIP	PROGRAM
52.0301.00	Accounting	52.1900.20	Fashion Design and Operations
01.0000.00	AgriScience	50.0602.00	Film and TV Production
47.0608.00	Aircraft Mechanics	52.0801.00	Finance
36.0202.00	Air Transportation	43.0202.00	Fire Service
15.1303.00	Architectural Drafting	50.0409.00	Graphic Design
14.4201.00	Automation and Robotics	47.0201.00	Heating, Ventilation and Air Conditioning
47.0603.00	Automotive Collision Repair	49.0202.00	Heavy Equipment Operations
47.0604.00	Automotive Technologies	51.2602.00	Home Health Aide
41.0100.00	Bioscience	52.0900.00	Hospitality Management
52.0201.00	Business Management	50.0408.00	Interior Design
52.0408.00	Business Operations	51.0802.00	Laboratory Assisting
48.0703.00	Cabinetmaking	43.0100.00	Law and Public Safety
46.0201.00	Carpentry	52.1801.00	Marketing
46.0415.00	Construction Technologies	15.1306.00	Mechanical Drafting
12.0400.00	Cosmetology and Related Services	51.0801.00	Medical Assisting Services
12.0500.00	Culinary Arts	51.1502.00	Mental and Social Health Technician
51.0600.00	Dental Assisting	15.0307.00	Music and Audio Production
47.0613.00	Diesel Engine Repair	11.1999.00	Network Security
10.0304.00	Digital Animation	51.3902.00	Nursing Services
09.0702.00	Digital Communication	51.0805.00	Pharmacy Support Services
50.0605.00	Digital Photography	48.0510.00	Precision Machining
10.0200.20	Digital Printing	11.0202.00	Software and App Design
13.1210.00	Early Childhood Education	51.0913.00	Sports Medicine and Rehabilitation
13.1200.00	Education Professions	50.0599.00	Stagecraft
46.0301.00	Electrical and Power Transmission Installation	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

2025-2026 Schedule for the Technical Skills Assessments	
FALL 2025	
September 29 – December 4	Registration for Fall Assessments
September 29 – December 5 at Noon	Fall Testing Period
December 8 – December 12	Congratulatory Letters, Certificates, Transcripts Delivered to Districts
SPRING 2026	
February 23 – April 30	Registration for Spring Assessments
February 23 – May 1 at Noon	Spring Testing Period
May 4 – May 8	Congratulatory Letters, Certificates, Transcripts Delivered to Districts

If you have questions, please contact us at 602-542-5452 or CTEAassessmentHelp@azed.gov



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High School Student

★★★★★
"It has given me many effective ways to look at situations."
Goal Setting and Getting Things Done
10 Soft Skills You Need
Hadiya
High School Student

★★★★★
"It has taught me how to organize my time and manage myself in a better way."
Jaxton
High School Student

★★★★★
"It has helped me with my stress levels and anxiety overall, with things in my life."
Maverick
High School Student

★★★★★
"It has helped me realize mistakes I've been making in my friend groups, which might help in jobs at a later point in my life."
Aedan
High School Student

⌚ How we help students?

- **We are a Google Non-Profit:** University student-built and marketed. The Learning Prism is marketed by university students, who use our site to learn and grow in the complex online marketing platforms Google provides.
- **Free Resume-Building Professional Certification:** High school students gain confidence and understanding of the necessary Professional Skills required to succeed in any profession. **76% of students said they would possibly take more courses to add to their resume.**
- **79% of High School Students find our online courses easy to use.**

⌚ Find Out More... Join Us Today!

Have questions? Find out more of how we can support your high school students grow in leadership and Career and Technical Education. We are here to support our educators!



Wendy A. E. Miller
Executive Director



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