

Monitoring Indicators

There are 12 total compliance points required to achieve a program monitor to be fully compliant. There are 28 possible points for quality. 100% to 90% is Distinguished Achievement. 89% to 80% is Proficient Achievement. 79% to 70% is Basic Achievement. 69% to 0% is Not at all Achieved.

1. Standards-Aligned and Integrated Curriculum and Engaging Instruction	
☐	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)
☐	b. The curriculum allows for student application of technical skills meeting the 51% of required lab time.
☐	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)
☐	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:)
☐	e. A written plan is in place for review of curriculum based on data or changes in technical standards.
2. Prepared and Effective Program Staff	
☐	a. CTE program area meets appropriate state CTE area specific certification.
☐	b. CTE teacher has professional development plan in place that include dates for professional development for report/certification. (must include ALL of the following)
☐	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)
☐	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
☐	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.
3. Access and Equity	
☐	a. Program is inclusive for special populations as drafted in Perkins.
☐	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.
☐	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)
☐	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.
4. Facilities, Equipment, Technology and Materials	
☐	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.
☐	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)
☐	c. District or CTED provides appropriate use of facilities, equipment, technology and materials within the program.
☐	d. Processes are defined and resources provided to regularly inspect, update and replace facilities, equipment, technology and materials.
5. Business and Community Partnerships	
☐	a. The program has a formalized, structured approach to coordinating partnerships, such as an advisory board or sector partnership.
☐	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)
☐	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.
☐	d. Partners help to evaluate the effectiveness of the program in preparing students for further education and careers.
6. Student Career Development	
☐	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)
☐	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)
☐	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)
☐	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.
7. Career and Technical Student Organizations (CTSOs)	
☐	a. The CTSO local chapter is properly registered annually with their approved CTSO association (JROTC must complete the attestation check box if not affiliated with a CTSO) which includes submitting current chapter by-laws and/ chapter program of workleadership/activities, membership, officer list, and have the CTE teacher serve as the local advisor (must submit ALL of the following to state CTSO Advisor, by individual CTE program) Select each box indicating that documentation have been submitted to the state advisor.
☐	b. The Annual CTSO 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> :
8. Work-based Learning	
☐	a. Work-based learning experiences are accessible to every student at some point during 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)
☐	c. Requirements and procedures for work-based learning experiences are formalized following the AZ work based learning guide.
☐	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)
9. Data and Program Improvement at District or CTED Level	
☐	a. The District or CTED meets the state determined level of performance (SDLP). (must include ONE of the following)
☐	b. Labor market information, student data, and Comprehensive Local Needs Assessment (CLNA) is used to inform program decision-making and support program improvement.
☐	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
☐	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.
☐	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.

☐ = Compliance Indicator

☐ = Quality Indicator

* = District or CTED Responsibility