



ARIZONA DEPARTMENT OF
EDUCATION

CTE Administrators Meeting

ACTEAZ Midwinter Conference

February 5, 2026

8:30am – 11:30am



Thank you for using the QR Code to sign in for the CTE
Administrators meeting.

Kevin Imes

Career and Technical Education Deputy Associate Superintendent

Sara Zaccari

Work-Based Learning



ARIZONA DEPARTMENT OF
EDUCATION

WBL Definition Updates

Perkins V:

"The term 'work-based learning' means

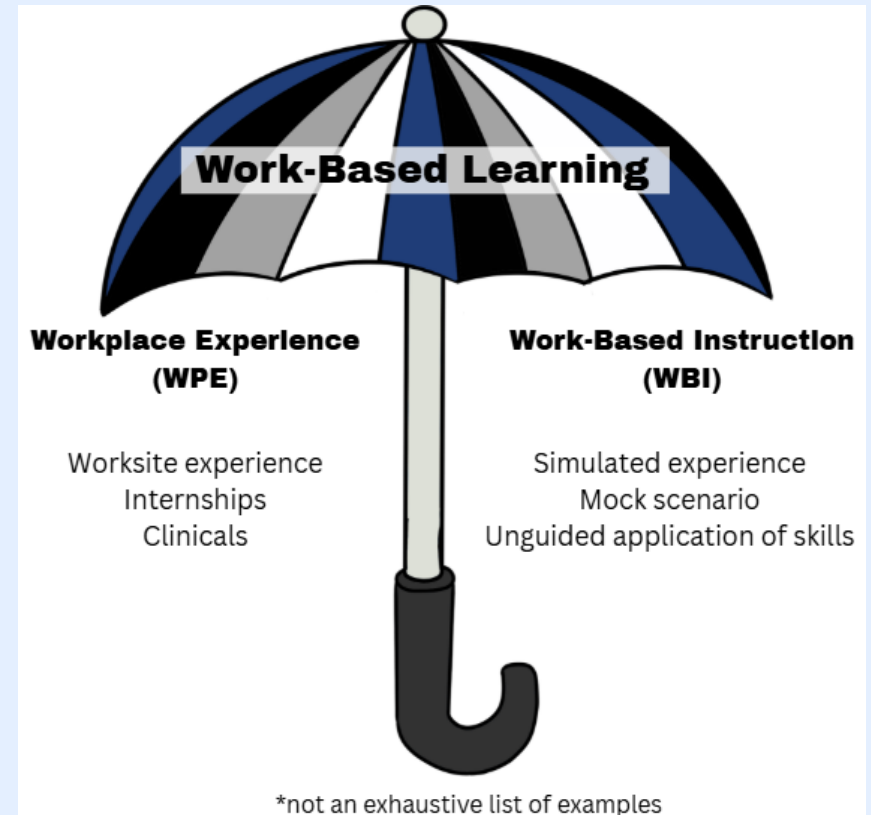
sustained interactions with industry or community professionals in real workplace settings, to the extent practicable,

or

simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction."

Workplace Experience
(WPE)

Work-Based Instruction
(WBI)





Updates

- **WBL Guidebook has been updated** with new definition terms. Click the link below to view the newest version of the WBL Guide.
- **WBL virtual office hours!** CTE and WBL school and district faculty and staff are welcome to join us every Thursday from 1-2pm to discuss WBL questions and concerns. Contact for more information.
- **WBL Newsletter:** Check out the [latest edition](#) of the WBL Newsletter! [Please submit your stories here.](#)

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Models & Delivery Systems



[Work-Based Learning Examples by Program Area](#)



Internship

Revision state: *Published*
Most recent revision: *Yes*
Actions: [Unpublish this revision](#)

▶ CTE Internships

▶ Purpose of Training Agreements and Plans

▼ Tips for Setting up an Internship

Identification of Potential Worksites

Preparation of Students for Internship

Overview of Legal Responsibilities

Suggestions for Industry Instructions and Activities

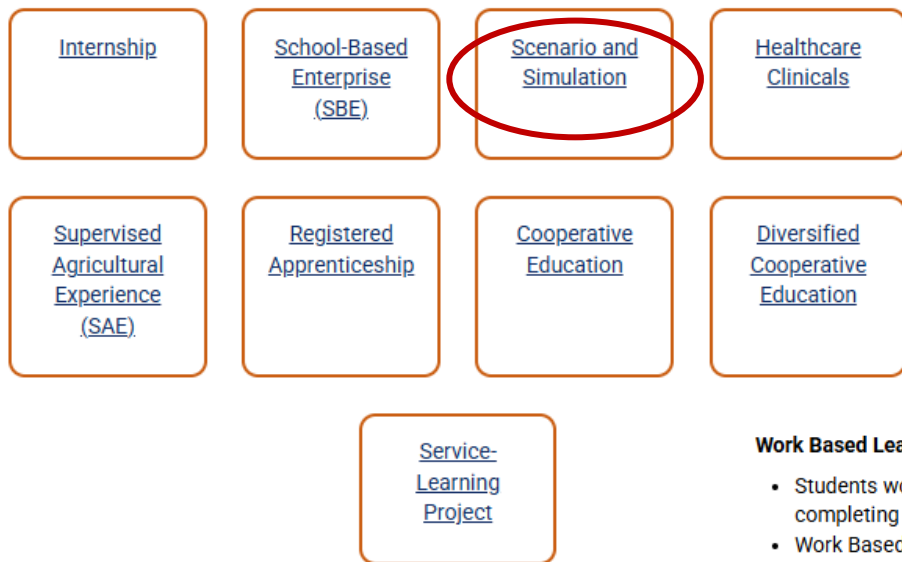
Develop a Checklist

Evaluation Materials

Resources and Sample Forms



Models & Delivery Systems



[Work-Based Learning Examples by Program Area](#)



Work Based Learning can occur in the classroom with scenario-based simulations:

- Students work both **independently and in teams** to apply problem solving and decision-making skills while developing new products, providing patient care, completing customer orders, etc.
- Work Based Learning with Scenarios/Simulations provide direct experience with industry standards and **using learned technical skills while in the classroom.**
- This delivery method also **validates** the skills and **purchase of industry equipment on campus.**

Examples:

- A construction program may build sheds and sell them to the public.
- Media production may be asked to produce sports videos for the various school teams and sell a compilation CD at the end of the season.
- Programs such as Medical Laboratory, Cosmetology, and Massage may schedule “fee-based/open to the public” working days as part of their program.

Elements to be considered:

- Adequate class time to complete projects/simulation.
- Sufficient space to encourage flexible work activities.
- Access to technology including industry standard equipment.
- Instructional materials, supplies, and tools.
- Teacher professional development activities (to update industry skills and classroom management).
- Possible interdisciplinary projects and team teaching.

Resources and Sample Forms



Roles & Responsibilities

WBL that is developed locally can positively affect your community when the worksite, home, and school are all engaged and committed to success.

▶ Responsibilities of the Student

▶ Responsibilities of the Business

▶ Responsibilities of the Parent

▶ Responsibilities of the WBL Coordinator

▶ Responsibilities of the District/School



- Planning
- Documentation
- Worksite visits
- Liability

Effective WBL must be a school/district initiative, rather than just a few individuals.

Resources & Sample Forms

Each of these sample forms are Word Document in template form that you can download and adjust to fit the needs of your district and school. Please be advised that these are samples that need to be reviewed by your board and any other relevant parties for adopted use if required by your administration.

[WBL Internship Handbook Example #1](#)

[WBL Internship Handbook Example #2](#)

[Training Plan](#)

[Training Agreement](#)

[Private Vehicle Parental Consent Form](#)

[Project Assignment Form](#)

[Insurance Letter Example](#)

[Electronic Portfolio Release Form](#)

[Confidentiality Agreement](#)

[Healthcare Standard Facility Agreement](#)

[Non-Medical Standard Facility Agreement](#)

[Previous Versions of WBL Guide](#)



Frequently Asked Questions

- ▶ Are job shadows, guest speakers and field trips WBL?
- ▶ Are there WBL tracking products?
- ▶ Do summer school internships count toward WBL?
- ▶ What are College and Career Readiness Indicator points for WBL?
- ▶ What is the difference between Workplace Experience (WPE) and Work-Based Instruction (WBI)?
- ▶ Who covers insurance for students participating in WBL?
- ▶ What documentation is required for WBL?
- ▶ How do child labor laws apply to CTE students?

Did you find this information helpful? Please take a quick two question survey



**Please contact us or join us
for office hours!**

Executive Director of Workforce Development
Robert Garcia
(602) 542-8789
Robert.Garcia@azed.gov

WBL Educational Specialist
Sara Zaccari
(602) 542-2968
Sara.Zaccari@azed.gov

Mid-Winter WBL Survey



Bobby Neves

Career and Technical Education Fiscal/Grants

2027 Allocations

- Delayed due to budget talks at the Federal level
- March/April
- CTE has no concern regarding our funding
- Capital Outlay Worksheet



2026 Federal Allocations

- Secondary - \$24,388,430.16
- Postsecondary - \$5,353,557.84
- State Institutions - \$110,000.00
- Innovative - \$399,700.00
- Statewide Leadership - \$621,600.00
- Nontraditional - \$80,000.00
- Recruitment of Special Populations - \$35,000.00



2026 Federal Allocation Status

- Secondary - \$18,026,429.50 (121, w/o carryover)
- Postsecondary - \$4,767,987.52 (10, w/o carryover)
- State Institutions - \$103,711.60 (2)
- Innovative - \$372,355.29 (3)
- Statewide Leadership - \$507,046.45 (4)

- Please submit FY25 Completion Reports



CTE State Allocations

- FY25 CTE State Priority - \$9,000,942.00
 - \$267,337.05 not reimbursed
- FY26 CTE State Priority - \$9,000,942.00
 - \$6,549,260.63 remaining (125)



Grants Team Vacancies

- CTE Grants Supervisor
- CTE Office Manager



Grants Team Contacts

Audrey Dieken

Audrey.Dieken@azed.gov
(602) 364-1368

Cindy Tucci

Cindy.Tucci@azed.gov
(602) 542-5323

Marie Jarrett

Marie.Jarrett@azed.gov
(602) 542-4754




Judy Balogh

Standards, Assessment, and Career Development



ARIZONA DEPARTMENT OF
EDUCATION

2026 CTE Technical Standards Development/Update


2026 CTE Technical Standards Development/Update

Technical Standards are knowledge and skill statements about practices and processes used in design, manufacture, installation, and the engagement of a material, product, or assembly, and as well, those practices and processes related to the development, management, and provision of services. When appropriate, technical standards are aligned with nationally recognized standards and industry certifications.

A Standards Validation Committee of incumbent workers, their supervisors, and the CTE Program Services Specialists, works with a trained facilitator to develop and validate technical standards. The draft standards are reviewed by teachers for clarity and understanding prior to final approval by the Arizona CTE Quality Commission.

Technical standards emphasize learning goals focused on key knowledge and skills, and they also provide a summary of what teachers teach and what students learn.


Programs are reviewed annually to determine the need for updating. Decision-making factors include recommendations from trade groups, professional associations, unions, and state certifying groups, as well as teachers and their local advisory committees.

In preparation for the standards validation work, staff research labor market demands, entry-level job responsibilities, requirements for education and training, and state and nationally recognized industry, certifications, and licensures for the occupational program areas. When research is completed, business-industry representatives are identified and invited to participate virtually in one or more Standards Validation Meetings.

If you would like to nominate an industry representative for a Standards Validation Committee, follow the instructions on the back of this document. If you have any questions, please contact Terri Ziegler at terri.ziegler@azed.gov or Judy Balogh at judy.balogh@azed.gov.

The CTE Technical Standards and the Technical Skills Assessment work is undertaken by the Arizona Department of Education, Career and Technical Education Unit, in accordance with the Ariz. Rev. Stat. § 15-391 (4). Program standards and the TSA system are approved by the Arizona Career and Technical Education Quality Commission as established by Arizona HB 2700.

Arizona Department of Education, Career and Technical Education, February 2026



Standard Validation Committees to Meet for These Programs
AgriScience
Air Transportation
Construction Technologies
Cosmetology & Related Services
Diesel Engine Repair
Digital Photography
Graphic Design
Law & Public Safety
Legal Assisting (new program)
Semiconductor Technician (new program)
Sports Medicine & Rehabilitation

To nominate an industry representative for a Standards Validation Committee, complete the information below, scan, and attach this page in an email or include the required information in the body of an email and send to terri.ziegler@azed.gov. Standards Validation Committees will be formed for these programs:

AgriScience Air Transportation Construction Technologies Cosmetology & Related Services Digital Photography Diesel Engine Repair	Graphic Design Law and Public Safety Legal Assisting Semiconductor Technician Sports Medicine & Rehabilitation
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CTE Program (select from the list above)

Name:

Business Address:

Phone:

Email:

Person providing nomination:

Phone:

Email:

CTE Program (select from the list above)

Name:

Business Address:

Phone:

Email:

Person providing nomination:

Phone:

Email:



Spring Technical Skills Assessments

3

MESSAGES WITH DETAILED EMAIL TO CTE DIRECTORS AND CTED SUPERINTENDENTS TO FOLLOW

1. **NEW Security and Testing Protocol Agreements.** Annually completed by CTE Staff and District CTE Director/Assessment Coordinator. Available as Appendix D and E in **Technical Skills Assessment Overview Guide** and as standalones on the TSA webpage and the TSA dashboard.
2. **District/School Spring Testing Dates with Number of Students Testing Each Date.** District CTE Director/TSA Coordinator should send this information to CTEAssessmentHelp@azed.org.
3. **Customized Online TSA Training.** Contact Hannah Higgs, Program Assessment Specialist, at 602-542-5044 or send your request to CTEAssessmentHelp@azed.org.

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



2026 CTE Technical Skills Assessment Institutes

The Annual CTE TSA Institutes to work with Teacher Committees to review, edit, and develop assessment items are March through June. Refer to the announcement for dates, locations, and application information.

2026 CTE Technical Skills Assessment Institutes — Announcement and Application Process —

Dear Director, the Annual CTE Technical Skills Assessment Institutes bring teacher committees together to 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 \$250 and 8 hours of Professional Development Credit, with lunch on their own. Meeting dates, programs, local application deadlines are listed below. The application links for the TSA Institutes will be emailed to directors as soon as the application available date. Applicants and their directors will be notified by email regarding their status to participate in the Institutes.

TSA Institutes: Dates, Locations, and Application/Notification		
Saturday, March 28 at West-MEC Glendale-START Bldg.	Saturday, April 25 at West-MEC Glendale-START Bldg.	Application/Notification
Architectural Drafting	Digital Communication	Application available: January 27, 2026 Application deadline: February 27, 2026 Notification of acceptance: February 27, 2026
Automotive Collision Repair	Laboratory Assisting	
Bioscience	Pharmacy Support Services	
Heavy Equipment Operations	Plumbing	
Plumbing		
Saturday, May 16 at West-MEC Glendale-START Bldg.	Thursday, June 4 at Chandler-ASU Innovation Center	Application/Notification
Fashion Design and Operations	Early Childhood Education	Application available: March 2026 Application deadline: March 2026 Notification of acceptance: March 2026
Mental and Social Health Technician	Electrical and Power Transmission Installation	
Precision Machining	Sports Medicine and Rehabilitation	
Stagecraft		
Tuesday, June 9 at Chandler-ASU Innovation Center	Thursday, June 11 at Chandler-ASU Innovation Center	Application/Notification
Culinary Arts	Cabinetmaking	Application available: April 2026 Application deadline: May 2026 Notification of acceptance: May 2026
Digital Photography	Cosmetology and Related Services	
Heating, Ventilation, and Air Conditioning	Graphic Design	

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.

QUESTION? Contact the CTE TSA team at CTETSAlnbox@azed.gov.

The CTE Technical Standards and the Technical Skills Assessment work is undertaken by the Arizona Department of Education, Career and Technical Education Unit, in accordance with the Ariz. Rev. Stat. § 15-391 (4). Program standards and system are approved by the Arizona Career and Technical Education Quality Commission as established by Arizona HB 2200.

Arizona Department of Education, Career and Technical Education, January 16, 2026

Recommendation-Application-Notification Process for the Technical Skills Assessment Institutes (TSAs) for 2026

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 institute
Complete application by requested deadline

ADE CTE Staff
Send applications to teachers recommended by CTE directors
Review applications and send notification of acceptance

Dear Teacher, you are invited to apply for a CTE Technical Skills Assessment Institute to review, update, and develop assessment items with other teachers in your program. Each committee will include teachers new to the assessment process, those who have experienced the assessment work previously, and as well, we encourage geographic diversity.

Each Institute begins at 8:30 a.m. and concludes by 4:30 p.m. Teachers who complete the full day will receive a stipend of \$250 and earn 8 hours of Professional Development Credit. Lunch is on your own.

Please note below that each date features several programs. Just follow the link for your program and complete and submit the application by the date indicated. After the deadline, all applications will be reviewed, and you and your director will be notified by email regarding your status to participate in the Institute.

TSA Institute Saturday, March 28, 2026 - West-MEC Glendale-START Bldg. Architectural Drafting Automotive Collision Repair Bioscience Heavy Equipment Operations Plumbing Open Jan 30	TSA Institute Saturday, April 25, 2026 - West-MEC Glendale-START Bldg. Digital Communication Laboratory Assisting Pharmacy Support Services Open Jan 30	TSA Institute Saturday, May 16, 2026 - West-MEC Glendale-START Bldg. Fashion Design and Operations Mental and Social Health Technician Precision Machining Stagecraft Open March 13
TSA Institute Thursday, June 4, 2026 - Chandler-ASU Innovation Center Early Childhood Education Electrical and Power Transmission Installations Sports Medicine and Rehabilitation Open March 13	TSA Institute Tuesday, June 9, 2026 - Chandler-ASU Innovation Center Culinary Arts Digital Photography Heating, Ventilation, and Air Conditioning Open April 10	TSA Institute Thursday, June 11, 2026 - Chandler-ASU Innovation Center Cabinetmaking Cosmetology and Related Sciences Graphic Design Open April 10

Please reach out to the CTE TSA team at our new inbox CTETSAlnbox@azed.gov for questions.

Arizona Department of Education, Career and Technical Education, January 16, 2026

Standards, Assessment, and Career Development Team

Judy Balogh

Team Lead, Judy.Balogh@azed.gov

Susan Farretta

Career Development Specialist, Susan.Farretta@azed.gov

Hannah Higgs

Assessment Program Specialist, Hannah.Higgs@azed.gov

Melissa Stinson-Borg

Standards & Assessment Program Specialist, Melissa.Stinson-Borg@azed.gov

Terri Ziegler

Standards & Assessment Program Specialist, Terri.Ziegler@azed.gov



Michelle Martinez

Program Services

Program Services Team

Fernando Cervantes: Public Service Careers, Transportation Technologies

Karen Martin: Education and Training, Family and Consumer Sciences

Elena Gallego Rascon: Business and Marketing

Tracy Rexroat: Engineering , Information Technology, Manufacturing

Robert Waller: Communications Media Technologies

Bruce Watkins: Agriculture, Welding

Hugh Wolf: Construction Science Technologies

Wesley Wood: Health Science Technologies



Monitoring Update

Thank You!

Continued Reporting

- ✓ **First week of Every Month**
- ✓ **May 15, 2026 at 5pm MST**

Evaluation Survey and Feedback Meeting

Compliance Recognition at Connections Conference



Monitoring Update

Program Quality: 28 total points for Quality Indicators

90% or higher=Distinguished

80-89%=Proficient

70-79%=Foundational

69% and below=Quality Not Achieved

**Distinguished Programs Recognition at Connections
Conference!**



Credentials Update

Review of Year:

- **September: we asked for input on redesign of process and webpage**
- **November: we offered session training at ACOVA conference**
- **February 1: the application link is open**
 - **February 1-28: Application Window Open**
 - **March 1-31: Initial Review and Revision Suggestions**
 - **April 30: Revision Deadline**
- **February: we are offering session training here at Mid-Winter**
 - **Bring your application in progress and we'll assist you!**
 - **Bring questions about potential applications and we'll assist you!**
- **February 25, 2026: Credential Office Hours**



Local Occupational Programs: Quick Table Discussions

What is an LOP?



Local Occupational Programs: Quick Table Discussions

What is the difference between an LOP and an approved program?



Local Occupational Programs: Quick Table Discussions

How should an approved LOP be evaluated?



Local Occupational Programs: What We Know

- **ADE Approved Program Elements**
 - **Coherent Sequence, Curriculum Map, Scope and Sequence**
 - **Aligned to Standards (created and reviews led by ADE)**
 - **Certified Teacher**
 - **Inclusive of all Populations**
 - **Industry Partner Driven**
 - **CTSO**
 - **Performance Measures (required)**
- **LOP Application Elements**
 - **Coherent Sequence, Curriculum Map, Scope and Sequence**
 - **Aligned to Standards (created and reviews led by _____)**
 - **Certified Teacher**
 - **Inclusive of all Populations**
 - **Industry Partner Driven**
 - **CTSO**
 - **Performance Measures (appropriate)**



Local Occupational Programs: What We Know

ADE approved programs: 62

ADE approved LOPs: 63

- **17 LOPs are duplicated**
- **Are the duplicated programs the same? How are they different?**



The LOP Conversation will continue...

**Please plan to join us on March 3, 2026, at
1:30pm to continue discussion and planning**

Michelle will send a Teams link through email



Julie Ellis

Career and Technical Student Organizations

Membership Updates

- DECA
 - 6,242 members
- FFA
 - 12,162 members
- FBLA
 - 6,237 members
- HOSA
 - 13,363 members
- FCCLA
 - 6,355 members
- SkillsUSA
 - 17,517 members

MEMBERSHIP DEADLINE: MARCH 1, 2026



New Advisor Training Updates

- 296 New Advisors Trained
- 8 Trainings at 6 Locations
- Looking Ahead: Partnership with CTEDs



Annual Chapter Submission

Do you know what your advisors are required to submit?



Annual Chapter Submission

Do you know what your advisors are required to submit?

Constitution/Bylaws dated in the current year



Annual Chapter Submission

Do you know what your advisors are required to submit?

Constitution/Bylaws dated in the current year

Membership Invoice



Annual Chapter Submission

Do you know what your advisors are required to submit?

Constitution/Bylaws dated in the current year

Membership Invoice

List of Chapter Officers



Annual Chapter Submission

Do you know what your advisors are required to submit?

Constitution/Bylaws dated in the current year

Membership Invoice

List of Chapter Officers

Program of Work/Activities/Leadership on the required template



Annual Chapter Submission

Do you know what your advisors are required to submit?

Constitution/Bylaws dated in the current year

Membership Invoice

List of Chapter Officers

Program of Work/Activities/Leadership on the required template

Two Meeting Minutes from different meetings



Annual Chapter Submission

Do you know what your advisors are required to submit?

Constitution/Bylaws dated in the current year

Membership Invoice

List of Chapter Officers

Program of Work/Activities/Leadership on the required template

Two Meeting Minutes from different meetings



Annual Chapter Submission and Chapter Awards

Annual Chapter Submission Due March 1, 2026

Please note, all submissions AND resubmissions are due March 1.

DECA, FCCLA, and SkillsUSA chapter award deadlines have passed.

Remaining chapter awards are due March 15, 2026



State Judging Opportunities

DECA

Phoenix, AZ | February 26-28, 2026 | State Career Development Conference

FBLA

Tucson, AZ | April 6-8, 2026 | Middle Level and High School State Conference

FCCLA

Tucson, AZ | March 3-5, 2026 | State Leadership Conference

FFA

Tucson, AZ | February 20-21, 2026 | Spring Conference

Tucson, AZ | Jun3 4-6, 2026 | State Conference


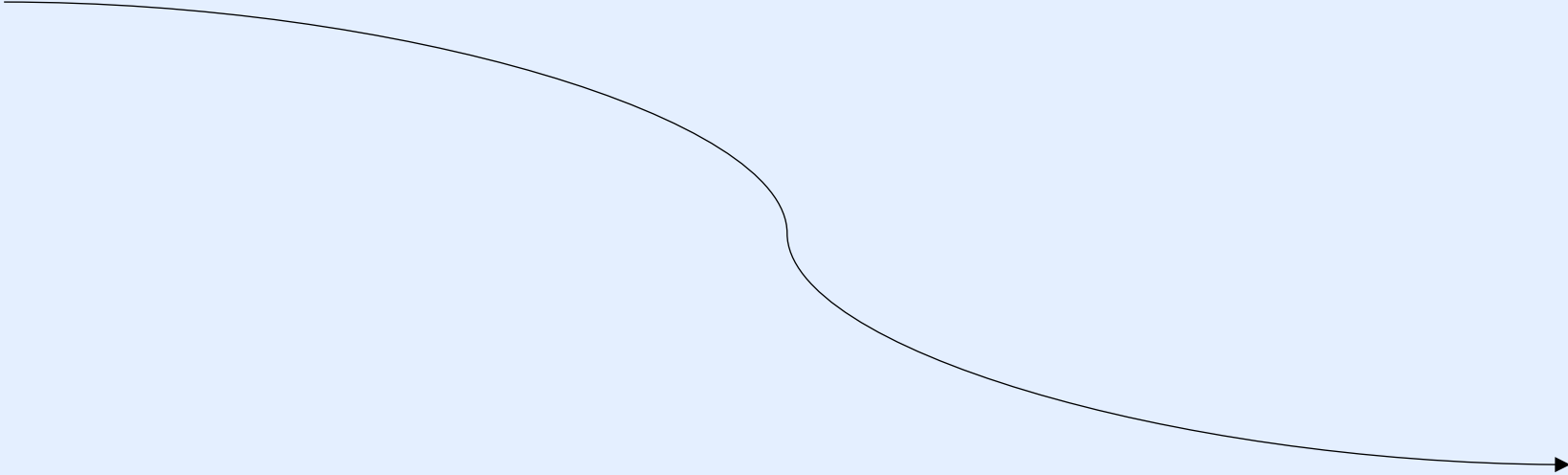

HOSA

Tucson, AZ | April 9-11, 2026 | State Leadership Conference

SkillsUSA

Phoenix, AZ | April 7-8, 2026 | State Leadership & Skills Conference





**CTSO Annual Chapter Submissions are moving
to the CTE Data Portal!**



Questions about CTSOs?



CTSO Team

Julie Ellis: CTSO State Director

Megan Victory: Program Project Specialist II

Cristal Hurtado Gonzalez: DECA Program Project Specialist

Missey Boucher-Goodman: FBLA State Adviser

Alvin Todd: FBLA Program Project Specialist

Andrew Kuntz: FCCLA State Adviser

Audrey Gallego: FCCLA Program Project Specialist

Bethany Matos: FFA State Advisor

Cheryl Groat: FFA Program Project Specialist

Sandra Oigny: HOSA State Advisor

Allison Ashford: HOSA Program Project Specialist

Andrea Yancey Goodwin: SkillsUSA State Advisor

Kayla Staggs: SkillsUSA Program Project Specialist



Charles Jarvis

Data and Accountability



ARIZONA DEPARTMENT OF
EDUCATION

Introduction to the Team

**Tammie
Chavez**

**Stanley
Hostetler**

**Janai
Nesby**

Charles Jarvis



Perkins FY25 State Performance Measures

Actual State Levels of Performance – FY 2024-2025

Performance Measure	Numerator Value	Denominator Value	Actual State Level of Performance	Reporting Year SDLP	Met SDLP	Met 90% of SDLP
Secondary						
1S1 Graduation Rate	30835	31710	97.20%	95.75%	Yes	Yes
2S1 Academic Proficiency - Reading	12710	30461	41.70%	40.83%	Yes	Yes
2S2 Academic Proficiency - Math	10481	30462	34.40%	43.68%	No	No
2S3 Academic Proficiency - Science	7622	30159	25.30%	22.62%	Yes	Yes
3S1 Placement	21399	28295	75.60%	70.61%	Yes	Yes
4S1 Nontraditional	12787	43904	29.10%	32.25%	No	Yes
5S1 Credentials	16151	18685	86.40%	85.92%	Yes	Yes
5S4 Technical Skills Assessment	22865	27576	82.90%	76.27%	Yes	Yes
Post-Secondary						
1P1 Placement	9911	15304	64.76%	50.48%	Yes	Yes
2P1 Credentials	22643	40072	56.51%	51.98%	Yes	Yes
3P1 Nontraditional	15024	48986	30.67%	30.57%	Yes	Yes

SDLP – State Determined Level of Performance (Performance Target)

For more information, please visit www.azed.gov/cte/data.



Nifty Data Stuff!

Secondary Enrollment

FY 2023

156,365

Students
Reported

FY 2024

160,959

Students Reported

FY 2025

161,279

Students
Reported

Unduplicated count of students reported in the CTE Data Portal



Nifty Data Stuff!

Secondary Placement

FY 2023

17,990 /
25,475

FY 2024

19,655 /
26,663

FY 2025

21,399 /
28,295

Students who have a placement /
Students who have received a placement survey

Employed
Post-Secondary
Advanced Training
Military
Peace Corps
National Service Program



Nifty Data Stuff!

Secondary Credentials

FY 2023

8,977 /
10,516

FY 2024

11,735 /
13,813

FY 2025

16,151 /
18,685

Students who have attempted a credential /
Students who have earned a credential



Nifty Data Stuff!

Post-Secondary Placement

FY 2023

6,708 /
13,627

FY 2024

8,114 /
15,110

FY 2025

9,911 /
15,304

Students who have received a placement /
Students who have completed the program

Employed
Post-Secondary
Advanced Training
Military
Peace Corps
National Service Program



Nifty Data Stuff!

Post-Secondary Credentials

FY 2023

14,095 /
26,146

FY 2024

15,772 /
29,605

FY 2025

22,643 /
40,072

Students who have earned a credential, certification, or degree /
Students who have completed the program

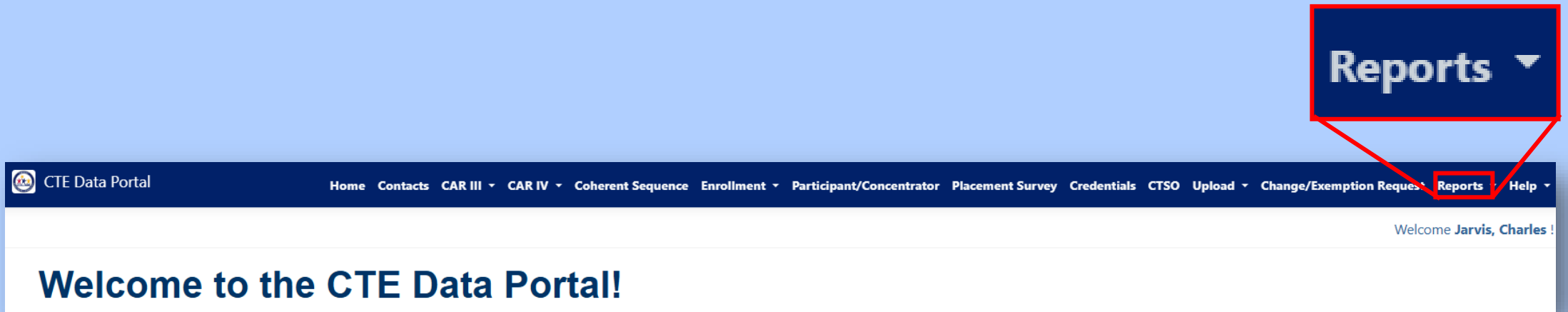


Enrollment Updates

- Fall Enrollment is being checked currently
- Spring Enrollment "Snapshot Date" is Feb 15th,
Start Enrolling the spring students as early as Feb 15th
- Enrollment Deadline is June 15th
- Make sure to check Improper Teacher Certification Report



Getting to Improper Teacher Certification Report



- Navigate to the CTE Data Portal
- Select "Reports" from the top bar



Getting to Improper Teacher Certification Report

2026 Reports By District [Click here for instructions](#) **Fiscal Year:** 2026 ▾

Report Name: Improper Teacher Certification ▾

Report displays the enrollment records that did not meet the certification requirement along with the teacher's current certifications/endorsements

District Name: - Your District Name Here - ▾

Campus Name: - All Campuses - ▾

Generate Report **Cancel**

- Ensure FY26 is selected
- Select "Improper Teacher Certification" from the drop down
- Click Generate Report



Getting to Improper Teacher Certification Report

Course Number Course Title	Term	Period	EducatorID	Teacher Name	Teacher Certification	Teacher Endorsement	Course Certification Requirement	Course Endorsement Requirement
47060431 Automotive Technologies IV	1	3	0000001	Professor Oak Professor.oak@pallet.org	PCTA - 2019-06-11* PSC - 2016-06-25* PSEI - 2013-06-25* SCTA - 2032-06-09 SSC - 2034-06-09 SUB - 2013-06-09*	SEI - 2034-06-09	SCTIET- SSCTEIET-	
50059920 Stagecraft I	1	5	0000002	Professor Elm Professor.elm@newbark.org			SCTIET- SSCTEIET-	

- Compare the certification the teacher has...
- To the certifications required for the program
- Teachers will be listed if their valid certification or deficiencies will expire before May 1st



Getting to Improper Teacher Certification Report

AZED.gov/CTE/Data



Certification	Abbreviations
CTE Agriculture, K-12	SCTA; SSCTEA
CTE Business and Marketing, K-12	SCTBM; SSCTEBM
CTE Education and Training, K-12	SCTET; SSCTET
CTE Family and Consumer Sciences, K-12	SCTF; SSCTEFCS
CTE Health Careers, K-12	SCTHC; SSCTEHC
CTE Industrial and Emerging Technologies, K-12	SCTIET; SSCTEIET

Certification	Abbreviations
CTE Agriculture, K-12	SCTA; SSCTEA
CTE Business and Marketing, K-12	SCTBM; SSCTEBM
CTE Education and Training, K-12	SCTET; SSCTET
CTE Family and Consumer Sciences, K-12	SCTF; SSCTEFCS
CTE Health Careers, K-12	SCTHC; SSCTEHC
CTE Industrial and Emerging Technologies, K-12	SCTIET; SSCTEIET

- The ADE



Deadlines for Data and Accountability

- May 1st
 - Teacher Certification Deadline
- June 15th
 - Enrollment Fall/Spring
 - Credentials FY25 and current FY26
 - Placement Surveys
- Late June
 - Preliminary Performance Measures
 - Preliminary State Priority Funding
- August (sometime)
 - Final Performance Measures
 - Final State Priority Funding



CTSO + Work-Based Learning launch in SY26-27!!!

The Benefits of adding these applications to the CTE Data Portal

- Greater flexibility to accommodate user needs
- Compare new data and provide better outcomes
- This year we will be running application testing with the help of volunteer districts
- The dream is to receive feedback from the field on ways we can improve or streamline our applications while still collecting the required data points
- This will be a continuous discussion between the field and ADE to make the best applications possible



So many upcoming trainings!

So many upcoming trainings!

We will have trainings on...

- CTSO
- Work-Based Learning
- Enrollment
- Placement Surveys
- Credentials
- Performance Measures
- State Priority Funding
- Participant/Concentrator/Completer

Trainings offered from mid/late March to August

We also take training requests!



CTSO and WBL Testing Sign Up Page!

On that note, to sign up to test the new applications please either scan this QR code...

or head to the CTE Data Portal on ADEConnect to sign up.



Welcome to the CTE Data Portal!

Update:

CTE Data Portal is **OPEN** for FY 2026!

Application Testing for CTSO and Work Based Learning!

We need volunteers to help us test our new applications!

Click Here to sign up!

Sign up to test CTSO/WBL!

Please contact your CTE Accountability Specialist with any questions or concerns.



Accountability Team Contacts

Tammie Chavez

Tammie.Chavez@azed.gov
(602) 542-3839

Stanley Hostetler

Stanley.Hostetler@azed.gov
(602) 542-7881

Janai Nesby

Janai.Nesby@azed.gov
(602) 542-3823

Charles Jarvis

Charles.Jarvis@azed.gov
(602) 364-1946



Break



CTE 201



Partners



Cherryl Paul & Gail Pletnick

Grand Canyon University



Stronger Outcomes Through Partnership

How Grand Canyon University Supports Students, Educators, and Communities
February 5, 2026





K12 DEVELOPMENT



Dr. Cherryl Paul
Assistant Vice President,
K12 Strategic Alliances
Email: Cherryl.Paul@GCU.EDU



Dr. Gail Pletnick
Executive Director,
K12 Strategic Alliances
Email: Gail.Pletnick@GCU.EDU

Why This Conversation Matters Now

According to the World Economic Forum:

approximately **75% of companies** globally are **projected to adopt AI usage** by 2027

Deloitte forecasts that:

half of firms using generative will pilot 'agentic AI' systems by 2027

Rapid Change in Industry & Workforce

Student Pathways Beyond High School

Access, Affordability and Opportunity

Professional Growth & Partnership for Educators

CTE Education Matters

- Connect **learning to real-world careers**
- Teach **skills, habits and problem-solving**
- Partner with **industry and community**
- Open pathways to **purpose and opportunity**
- **Champion student potential**



Educating for What's Next- Not What's Familiar

- **Artificial intelligence** is reshaping how work is done, while elevating the importance of human judgment
- **Skills matter** as much as credentials
- **Career paths** are no longer linear
- Adaptability and **problem-solving** are becoming **foundational skills**
- Learning increasingly involves the **ability to learn, unlearn and relearn**



Hands-On Experiences for Juniors and Seniors

GCU LIVE Lessons These are a valuable way for students and teachers to experience hands-on lessons in any area of their choosing. This is a great way for high school classrooms, to learn about a new skill. GCU LIVE Lessons: www.gcu.edu/livelessons

Health Sciences, Engineering and Technology Day GCU invites high school students to spend a day networking and discovering its innovative CTE programs, including engineering, technology, and health sciences.

Forensic Science Day High School students learn about forensic science by engaging in interactive activities, hearing from industry experts, viewing demonstrations, and touring GCU's state-of-the-art labs.

Anatomy Research Internships Ongoing research internships are available for High School Juniors and Seniors in GCU's anatomy laboratory.

Campus Visitation Opportunities



Discover GCU

GCU offers a two-day, overnight visit for prospective high school students, providing an immersive experience that includes staying in a residence hall, interacting with current GCU students, dining on campus and attending a variety of on-campus events.



GCU Day

GCU provides high school students with a personalized visit to campus visit allowing them to explore relevant programs and gain a deeper understanding of campus life.



GCU Night

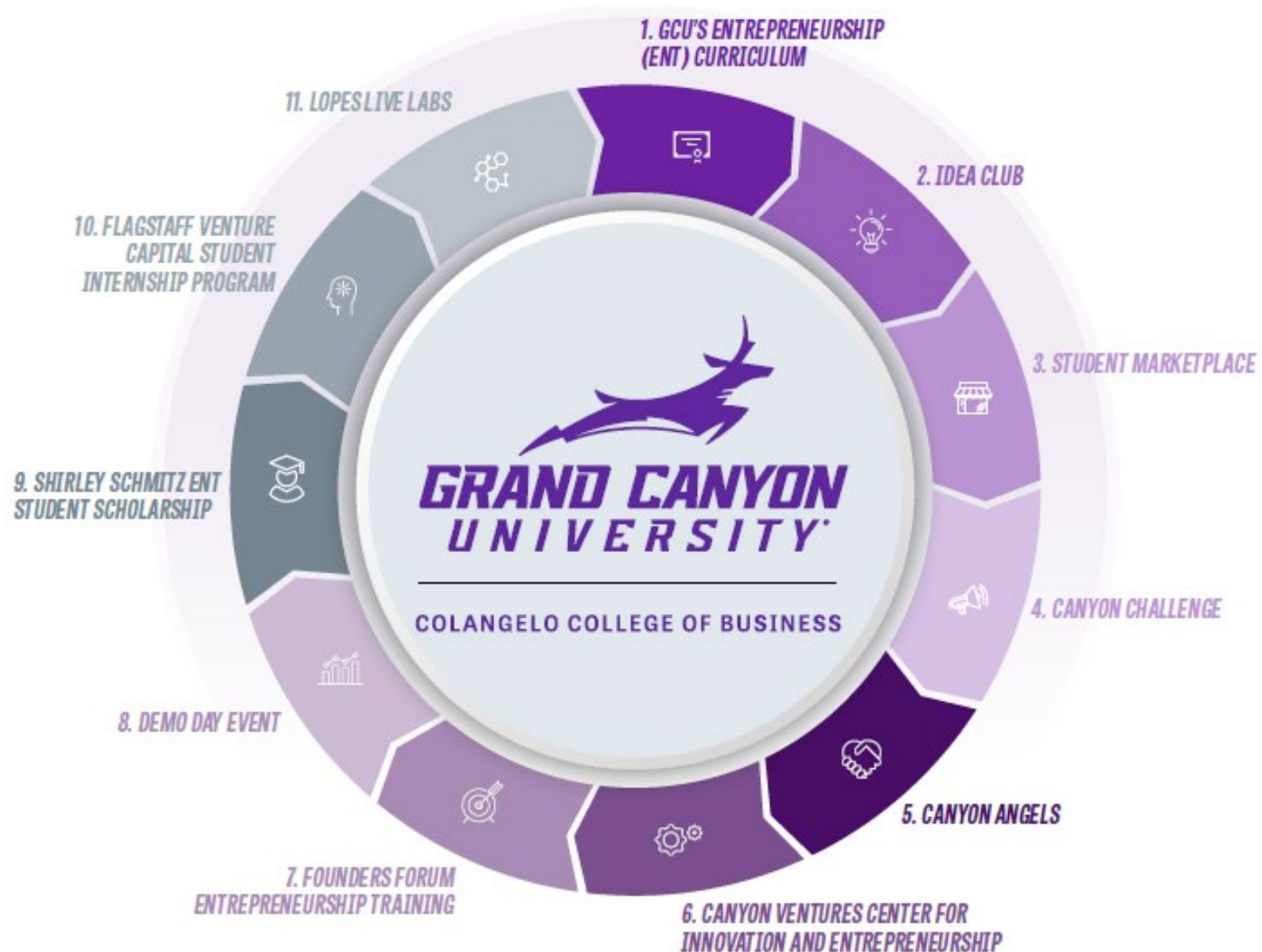
GCU provides high school students with a personalized campus visit, featuring both a daytime exploration and an evening event.



Work- Based Learning

- Career exploration
- Work-Based Learning and applied experiences
- Industry connections

Entrepreneurial Ecosystem



Business Related Clubs and Activities

- [Canyon Ventures](#)
- [Charles Schwab Finance Center](#)
Provides an opportunity for students to get ahead in financial services
- [Canyon Angels](#)
Great opportunity for students at the undergraduate level
- [Project Management Club \(TEDx\)](#)
- [Women in Business](#)
Enhances the of female business students' college experience & provides opportunities to network with business leaders

Student-run club



Networking opportunities

UNDERGRADUATE CERTIFICATE FOR ELECTRICIANS



When determination meets opportunity, the possibilities are limitless.

Grand Canyon University's undergraduate certificate program provides essential skills for aspiring electricians. The on-campus program offers a focused curriculum that blends engineering principles, technical skills and hands-on training to prepare students for careers in the electrical field.

Whether you're interested in residential, commercial or industrial electrical work, our undergraduate electrician certificate program can help you prepare to move into a certified apprenticeship and begin a professional career.



UNDERGRADUATE CERTIFICATE FOR COMPUTER NUMERICAL CONTROL MACHINIST

Embark on a journey into the realm of computer numerical control (CNC) machining with our comprehensive certificate program!

Grand Canyon University's undergraduate certificate program covers crucial aspects of CNC training, giving you the opportunity to operate CNC machinery with confidence and precision.

By taking CNC training classes on campus, you can benefit from on-the-job training, including practicing operating and maintaining CNC machinery, interpreting blueprints and crafting high-precision parts.

In this certificate program, you will have the opportunity to gain knowledge and develop skills that can help you pursue various career opportunities in industries such as aerospace, automotive, medical and defense.

ADDITIONAL BENEFITS FOR ON-CAMPUS STUDENTS INCLUDE:

- + **Housing scholarship:** \$1,500 for students living on campus.
- + **Reduced meal plan:** Canyon meal plan available for \$950



MANUFACTURING SPECIALIST INTENSIVE (MSI) PATHWAY – STARTS SEPT. 29

Train for a high-tech semiconductor role through Grand Canyon University and TSMC's one-semester, industry-funded pathway — where you'll be taught how to operate automated systems, respond to real-time challenges and support critical production in the command center and on the clean room floor, contributing to technology that impacts lives and strengthens communities.

Why Now? Why Phoenix?

Greater Phoenix is fast becoming a national hub for semiconductor innovation — attracting over \$100 billion in investment and creating 15,000+ new jobs in just the last few years.¹²

What to Expect

- » 11 weeks of intensive training
- » Hands-on shadowing at TSMC's facility
- » Opportunity to gain experience and credentials to stand out

Eleven weeks. That's all it takes to begin your transformation.

EMAIL US AT
WORKFORCE.SOLUTIONS@GCU.EDU
TO SECURE YOUR SPOT!



GRAND CANYON UNIVERSITY
CENTER FOR WORKFORCE DEVELOPMENT

tsmc

PRE-APPRENTICE CONSTRUCTION GENERAL PATHWAY



SPONSORED BY McCARTHY BUILDING COMPANIES

Build Your Future in the Trades

Facilitated by Grand Canyon University (GCU) and sponsored by McCarthy, this two-semester-long pathway is designed to prepare you for entry into skilled trade apprenticeships.

In the first semester, you will be taught knowledge of the three trade pathways — electrical, civil, mechanical and plumbing. Your second semester will transition into a specialized curriculum by choosing one of the three.



Nursing Program

- **16 months** (4 semesters) straight in the clinical program
- **Skills labs, simulations, and clinicals** give students hand on/real life experience

GCU's 2022 NCLEX pass rate is higher than the Arizona and national average.



Engineering Labs

Examples:

- Mechanical Materials Lab
- Computer Aided Engineering Lab
- Electrical & Biomaterials
- Electrical & Robotics Lab
- Power Lab
- Physics Lab
- Mechanical Instrumentation Lab
- Electrical Lab
- Environmental Sciences Lab



Technology - Cyber Center of Excellence

- **Labs:**
 - VR Lab
 - RDP Labs
 - AI and Intelligent Systems lab
- **GCU GenCyber Teacher Camp**

For teachers in grades 7-12 who are looking to learn and excite their students about studying cybersecurity and working in technology pathways. [GCU GenCyber Teacher Camp - Events](#)



Employers and Work based Learning Opportunities

Colangelo College of Business

- AZ Coyotes
- AZ Diamondbacks
- JP Morgan
- Fidelity
- Charles Schwab
- Vanguard
- Knight Transportation

College of Nursing and Health Care Professions

- Banner Health
- Honor Health
- Dignity Health

College of Engineering and Technology and College of Natural Sciences

- Paychex
- Boeing
- Honeywell
- Freeport McMoRan
- Raytheon Technologies
- SRP
- On Semi
- Benchmark
- Shamrock
- Northrup Grumman

*Self-reported employment “herd”
straight from our graduated Lopes!
Does not imply a direct company
relationship with GCU*





K12 DEVELOPMENT

**For more
information on
these
opportunities,
please contact
Cherryl Paul or
Gail Pletnick**



Dr. Cherryl Paul
Assistant Vice President,
K12 Strategic Alliances
Email: Cherryl.Paul@GCU.EDU



Dr. Gail Pletnick
Executive Director,
K12 Strategic Alliances
Email: Gail.Pletnick@GCU.EDU



GRAND CANYON UNIVERSITY ARENA

FIND YOUR PURPOSE
GRAND CANYON
UNIVERSITY
PHOENIX, ARIZONA | gcu.edu

Thank you

Eric Sorenson

ACOVA



ARIZONA DEPARTMENT OF
EDUCATION



ACOVA'S MISSION

ACOVA is the professional association whose mission is to build community, advocacy and leadership for Arizona Career and Technical Education (CTE) Administrators.

Core Objectives



1. Ensure **leadership development** for all CTE administrators
2. Provide **relevant information** on critical issues, research, and legislative updates
3. Provide **mentoring** opportunities for CTE administrators
4. Establish and build a **support network** for all CTE administrators
5. **Represent** CTE administrators **and advocate** for CTE Critical Issues
6. Practice and recognize **excellence in leadership** among CTE Administrators

ACOVA Sessions

★ Friday 2/6

- 8:20am- ACOVA Business Meeting
- 9:00am- ACOVA Mini M&M
- 10:00am- ACOVA Critical Issues



Career and Technical Education

STUDENT SCHOLARSHIPS

**YOUR DONATION IS
100% TAX DEDUCTIBLE**

**IT'S FOR
THE KIDS!**



SCAN ME



Spirit of
ACOVVA

2025 RECIPIENT

Jim Greishaber

CTE Director of Dysart Unified School District

STAY CONNECTED- NEWSLETTER



Welcome Back to the 2025-2026 school year!

The ACOVA Board is excited to kick off another incredible school year with YOU...our dedicated CTE leaders in Arizona! Coming off the energy and inspiration of our summer sessions at Camp M&M, we are ready to keep **Breaking Barriers and Building Futures** together in Career and Technical Education.



**VISIT OUR WEBSITE AND
FOLLOW US ON SOCIAL MEDIA**

Kathryn Strevell

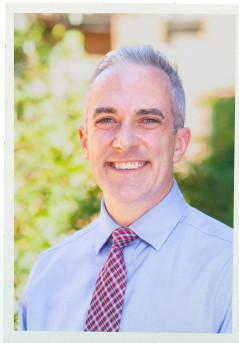
ASA



CTE Division

Formed in 2025 to promote education within the state with emphasis on Career and Technical Education

Division Officers



PRESIDENT
Aron Schmidt
Dir. of Federal & State Programs
Vail Unified School District



PRESIDENT-ELECT
Kathryn Strevell
Dir. of Career & Technical Education
Nadaburg Unified School District



SECRETARY-TREASURER
Mandy Mathews
Assistant Principal
Pima County JTED



CTE Division

Who We Are?

- A statewide network within Arizona School Administrators (ASA) dedicated to advancing Career & Technical Education across K-12, CTEDs, and postsecondary institutions.
- Developing our role within Arizona's CTE family to add support for developing, sustaining and improving high-quality CTE programs.
- Open to anyone serving in a CTE Leadership Role - administrative state certification not required.

**JOIN
Today!**




Be sure to select CTE Division

Maya Salas

Project Change

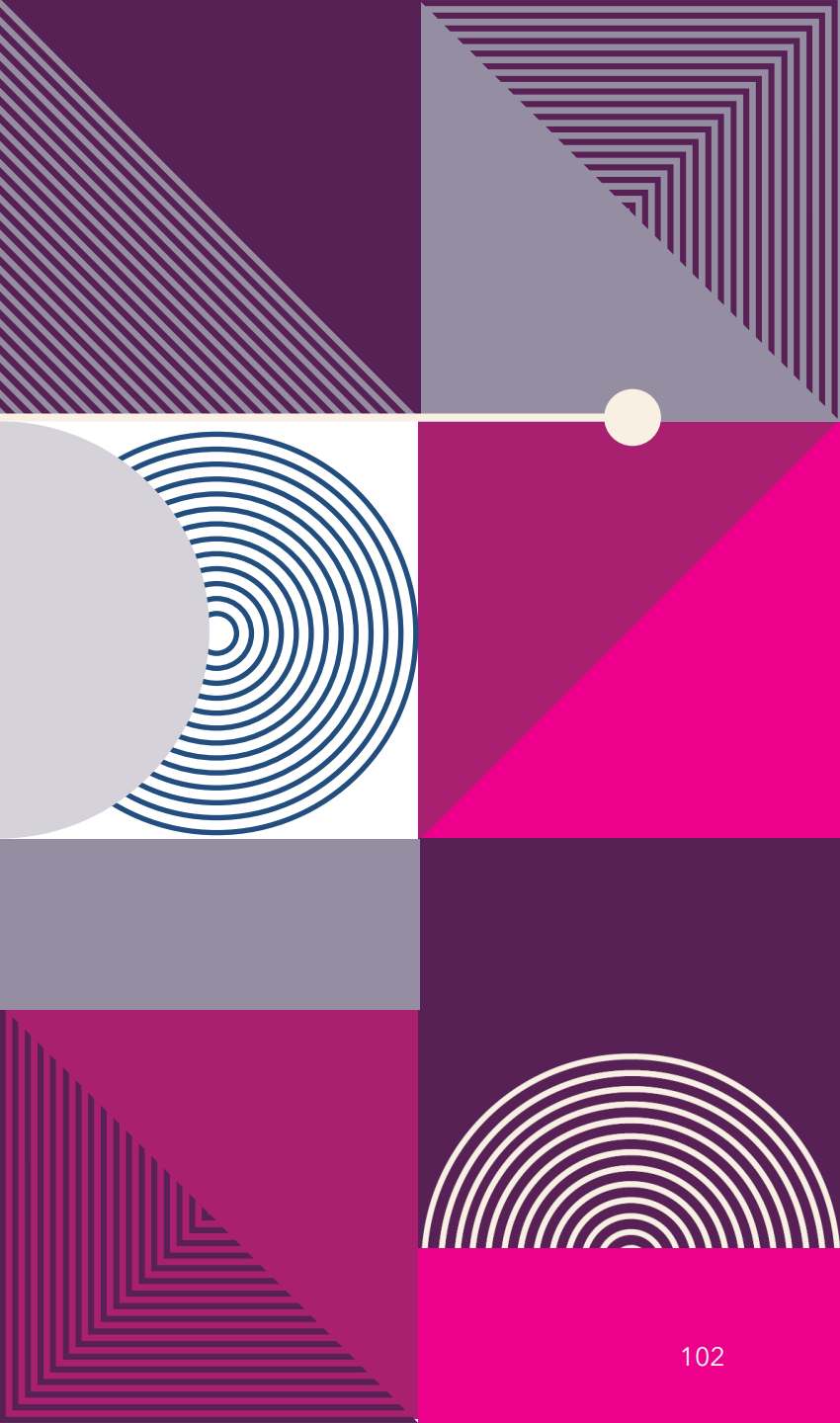
PROJECT CHANGE PROGRAMS

FREE presentations for students on topics of:

- CTE 101 
- Gender Nontraditional Careers 
- Stopping Sexual Harassment 
- Digital Citizenship & Cyberbullying 

**Recruitment &
Retention of
Nontraditional
Students**
(PD for educators)

JOIN THE SURVEY!



RECRUITMENT & RETENTION OF NONTRADITIONAL STUDENTS

In this workshop we address:

- Nontraditional program designations at your site
- Barriers for nontraditional enrollment
- **Collaborative worktime** to identify an enrollment strategy and **develop an action plan** for implementation



Project CHANGE

Strategies for the Recruitment & Retention of Gender Nontraditional Students

Invest in School Enrichment and Local Outreach Opportunities for Career Exploration

- ✓ Spearhead school clubs and activities that promote nontraditional pathways (e.g., Girls in the Trades club, Girls Who Code).
- ✓ Collaborate with local middle and elementary schools to disseminate career information early (e.g. CTE exploration days featuring nontraditional representation).
- ✓ Organize field trips to local vocational schools or shops. Nontraditional careers feel more attainable to students with increased exposure to these opportunities.
- ✓ Coordinate school career days where students learn the benefits/potential of a CTE experience. Emphasize earning power and career advancement.

Recruit in Groups

Ask students to recruit a friend –supportive relationships help make environments feel safer to nontraditional students.

Increase Visibility of Relatable Role Models

Relatable role models are as similar as possible to your students in age, race, gender, etc.

- ✓ Hire gender nontraditional teachers.
- ✓ Facilitate mentor groups between nontraditional upperclassmen/alum and underclassmen. This instills leadership within older students, while also inspiring underclassmen.
- ✓ Organize panel discussions or career days with nontraditional professionals and/or alum. Invite parents so they can hear the success of nontraditional professionals.
- ✓ Select nontraditional students to be representatives of CTE programs, speaking to underclassmen about their experience.
- ✓ Share testimonials of nontraditional professionals regularly (districts may consider purchasing Edge Factor subscription –offers interactive lessons featuring nontraditional testimonials).
- ✓ Feature photos/posters of nontraditional students and/or professionals within classrooms, hallways, and promotional content.

THANK YOU!

BROWSE OUR PROGRAM FLYER & CONTACT US SOON!



Personal and Direct Invitations to Nontraditional Students

Due to imposter syndrome and internalized stereotypes, nontraditional students benefit when recruitment is individualized. It helps challenge messaging that says they're unfit for certain work.

- ✓ Handwritten notes/cards from teachers/admin that highlight student strengths, both academic and character.
 - Implement on a routine basis.
 - General Ed teachers can contribute by targeting students they think would be successful in a particular CTE pathway.
- ✓ Positive phone calls/emails home -let parents know the potential and talent the school sees in their children.

Continued Exposure

Employ these strategies as much as possible. It takes time and repeated messaging to challenge social norms regarding nontraditional careers.

Foster an Inviting Environment on Campus

Fear of discrimination is a barrier dissuading students from nontraditional pathways. By fostering a safe and healthy campus climate, schools convey that difference is valued, not shamed.

- ✓ Coordinate school-wide recognition of heritage months through bulletin board displays, school announcements, or recognition at school-wide assemblies.
- ✓ Create school-wide awards for exemplary nontraditional student performance.
- ✓ Immediately address claims of sexual harassment (SH) and/or bullying. Nontraditional industries exhibit higher rates of SH and "boys will be boys" mentalities create hostile environments for women. Swift action to address SH is crucial for the safety of nontraditional students.
- ✓ Secure equipment/uniforms that fit all body types (e.g., welding suits, construction belts, fire service gear). Nontraditional students are reminded they don't belong when gear/uniforms are not made to fit their bodies.



SCAN for program flyer with presentation descriptions

Maya Salas - mayaisalas@arizona.edu



Stephen Weltsch

ACTEAZ



ARIZONA DEPARTMENT OF
EDUCATION



acteaz

Advocacy

Outreach

Networking

Professional Development

Conferences

Our Purpose

To **CONNECT** all CTE professionals with the network, resources, and abilities they need to make a meaningful difference.

Save the Date



April 8-11, 2026
Salt Lake City, UT



July 9-15, 2026
Tucson, AZ



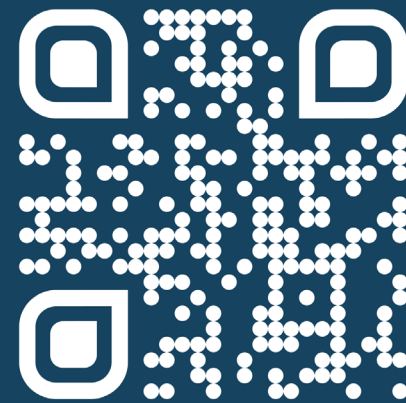
2026
CONNECTION
CONFERENCE

Registration:

First Week of March

Hotel Reservations:

First Week of April



arizonactecon.com





Make the Invisible Work Visible

- CTE teachers exceed the standard contract everyday
- Scan the QR code to add your voice and support CTE teachers





Stay Connected



@Association for Career
Technical Education of Arizona



@actearizona



@Association for Career and
Technical Education of Arizona

Jennifer Brooks

ACTECC



ARIZONA DEPARTMENT OF
EDUCATION

Arizona CTE Curriculum



The by the numbers...



active users
across
Arizona



page views
each month
(on average)
in 2025



Arizona
crafted units,
projects,
lessons and
resources



curated Open
Education
Resources
and related
materials

- a. 2,847
- b. 3,284
- c. 4,569
- d. **19,713**

The by the numbers...

A



2,847

active users
across
Arizona

D



19,713

page views
each month
(on average)
in 2025

C



4,569

Arizona
crafted units,
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B



3,284

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Education
Resources
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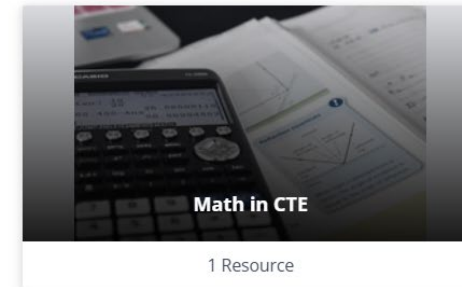
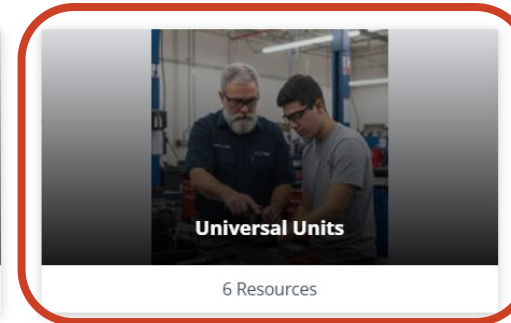
- a. **2,847**
- b. **3,284**
- c. **4,569**
- d. **19,713**

Universal Units



Don't miss these resources for all CTE Program Areas

- Start Strong Unit
- OSHA 10 Unit
- Guest Speaker Lesson
- Technical Skills Assessment Project



Start Strong Unit

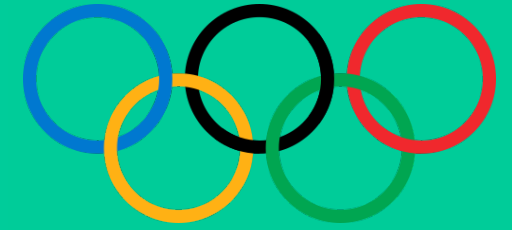


- CTE Delivery Model
- Class Syllabus
- Professionalism
- CTE Class Norms
- Career Opportunities
- Career Presentations



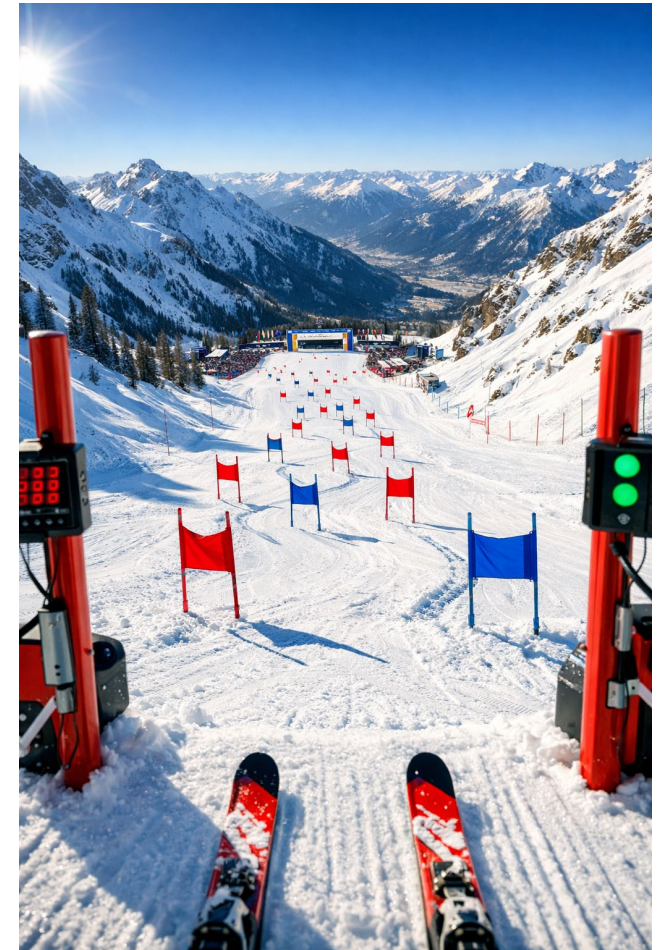
Classroom
Management
Premier
Series Course

Finish Strong

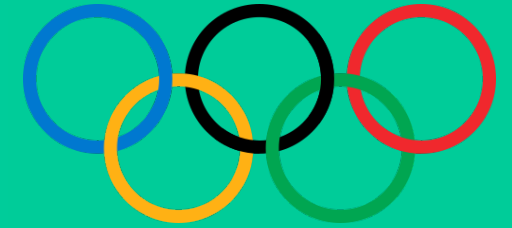


may 2026

SUN	MON	TUE	WED	THU	FRI	SAT
					✘ 1	2
3	✘ 4	✘ 5	✘ 6	✘ 7	✘ 8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



Finish Strong



YOUR TURN:

If you were going to design a meaningful unit for use by any CTE teacher in any program area for the last week (or so) of school, what concepts, topics, activities, etc. would you consider including?

With your shoulder partner jot down five or more ideas onto a “snowball” at your table.



We're here to serve you!

AZCTECC Quarterly Business Meeting:

February 11, 2026 | In-person with a virtual option

10:00 am - 2:00 pm START@West-MEC in Glendale, AZ



SUPPORT@CTECAZ.ORG



WWW.CTECAZ.ORG



@AZ_CTE_CC



@CTECAZ



Kevin Imes

Career and Technical Education Deputy Associate Superintendent

Thank you!



ADE CTE Administrators Meeting
Midwinter Conference 2026
Feedback Form

