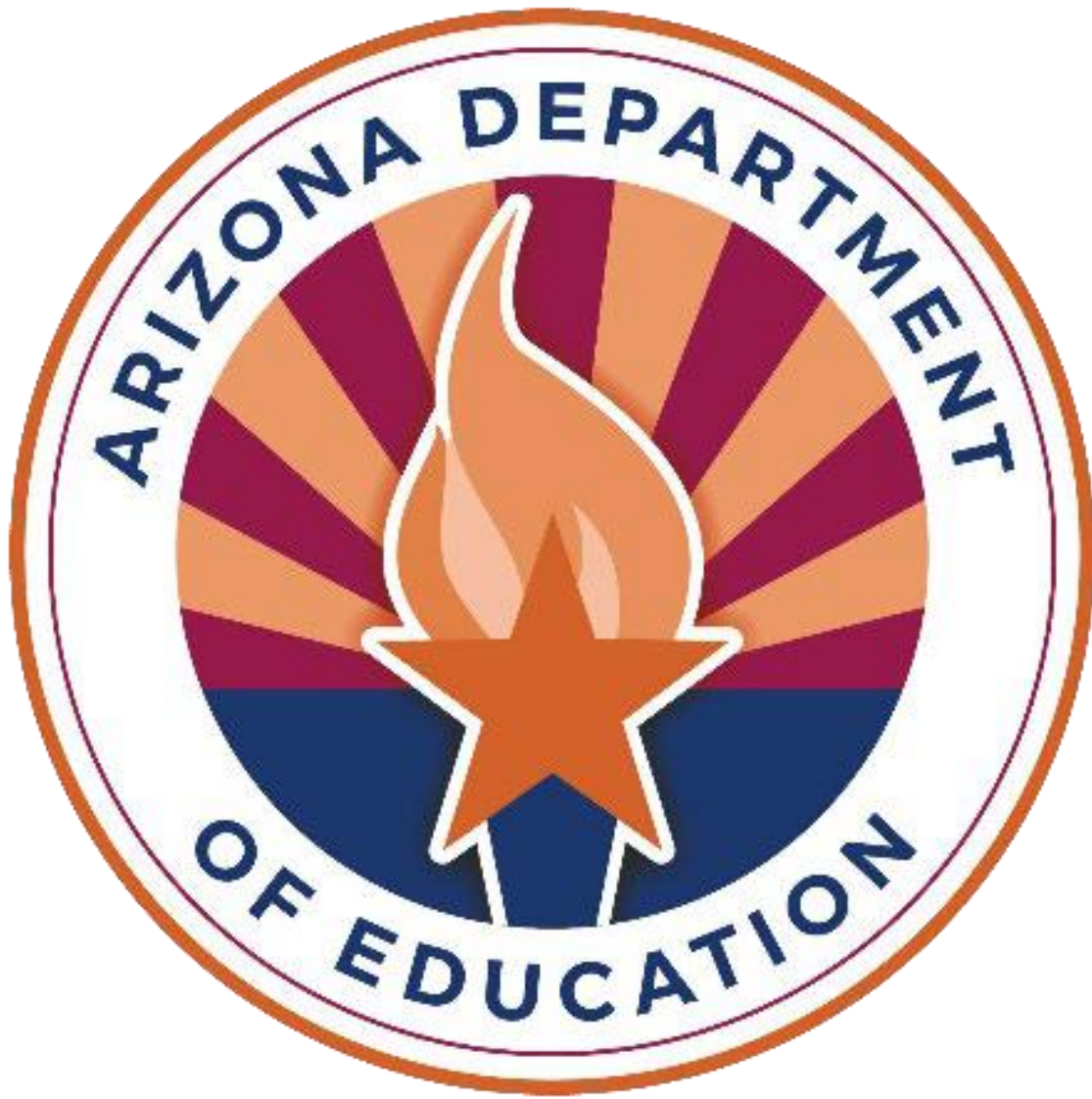




Career & Technical Education

Quality and Compliance Monitoring Document Guide

The Quality and Compliance Monitoring system is the implementation mechanism for fulfilling expectations in ARS § 15-393. Compliance shows evidence that CTE programs meet required standards for quality, alignment, access, staffing, safety, and continuous improvement.

Revised March 16, 2026

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Arizona Department of Education

Career and Technical Education

Quality and Compliance Monitoring Document Guide

Purpose of This Document:

This resource is intended for Local CTE Directors and CTE instructors to assist in compiling and submitting evidence for Quality and Compliance Monitoring.

This resource outlines the required elements for each quality and compliance indicator along with links to required templates and examples of acceptable documentation.

Please note:

- This is not an exhaustive list of evidence options. Any document submitted must meet the required elements for the corresponding quality and compliance indicator.
- While CTE Directors and instructors are expected to follow their district's established requirements for evidence documentation, including the use of local forms, processes, and procedures, the Arizona Department of Education Career and Technical Education Unit has developed *best practice* templates for select indicators. CTE Directors and instructors are encouraged to use these templates with fidelity as part of the Quality and Compliance Monitoring process. If a CTE Director or instructor believes that existing local forms, processes, or procedures meet the evidence requirements for a specific quality or compliance indicator, those materials must be reviewed and approved by their assigned ADE CTE Program Specialist prior to use in the monitoring process.

General Guidance for Evidence Submission

- **Data/Evidence must be from the prior academic year.**
- **Evidence Attestation:** As part of the Quality and Compliance Monitoring process, CTE Directors are required to sign an attestation confirming the authenticity, accuracy, and validity of all submitted evidence – including evidence provided by their designees. Therefore, it is essential that the local CTE Director thoroughly review all documentation prior to submission.
- **Student Privacy:** Evidence must not include personally identifiable student information. If such information appears in submitted documents, it must be fully redacted. Non-redacted documents will not be accepted.
- **Document Authenticity:**
 - **Use of Templates:** When provided, ADE best practice templates must be used with fidelity. Use of alternative district documentation requires prior approval from the assigned ADE CTE Program Specialist.

- **District Documentation:** For indicators without an ADE template, official district documentation must be submitted as evidence.
 - **Non-Narrative Evidence:** Non-narrative materials (e.g., spreadsheets, lesson plans, meeting minutes, presentations, reports) must clearly and directly address the requirements of the applicable compliance or quality indicator.
 - **Resources:** While documents from the Arizona Department of Education and the Arizona Curriculum Consortium may be used as resources. They should not be submitted as evidence for any indicator.
- **Cloud-Based Files:** When submitting evidence via Google Drive or another cloud-based platform, ensure that:
 - The link provided is specific to the indicator and program.
 - Folders and files are clearly labeled.
 - Permissions are set to allow access to anyone with the link so ADE staff can review the evidence.

Indicator 1: Standards-Aligned and Integrated Curriculum and Engaging Instruction

This element addresses the development, implementation, and revision of the program curriculum, including the knowledge and skills taught in the program and the standards on which they are based.

Compliance Indicators

Indicator	Example Evidence Documents <i>Unless otherwise indicated, please submit only one evidence artifact per indicator.</i>	Elements of the Documentation
1a. The program curriculum integrates all program-specific technical standards, all of Arizona’s professional skills standards, work-based learning, CTSO participation, and academic integration. 1b. The curriculum ensures students have opportunities to apply technical skills, with at least 51% of instructional time dedicated to hands-on lab activities.	• Scope and sequence • Curriculum map <i>NOTE: Evidence must cover the entire program, not just one semester or year.</i> <i>Unless prior approval has been granted by the assigned ADE CTE Program Specialist, ADE best practice templates must be used with fidelity.</i>	<i>While documents from the Arizona Department of Education and the Arizona Curriculum Consortium may be used as resources, they should not be submitted as evidence for any indicator.</i> Submitted evidence must show: • All program technical standards are taught. • All Arizona Professional Skill Standards are taught. • Work-Based Learning (WBL) is integrated throughout the program. • Appropriate CTSO activities are embedded throughout the curriculum. • Academic standards are included throughout the curriculum. • The program meets the 51% hands-on requirement, verified by: • Total hands-on lab time (hours or days) <i>divided by</i> • Total instructional time (hours or days) <i>expressed as a percentage.</i>

Quality Indicators

1c. Current program technical standards are publicly available and accessible to students, parents/guardians, CTE stakeholders, and the general public.	• Program syllabus • Link to program website • Another document that meets the required elements	Submitted evidence must show: • Current Technical Standards are easily accessible to students, parents/guardians, CTE stakeholders, and the public. • Evidence is easy to locate, and any submitted links: • Must work correctly.
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		• Must be accessible without requiring a login.
1d. The program uses varied assessments, including performance-based assessments that require students to demonstrate technical knowledge and skills in practice.	• Program level TSA (Technical Skills Assessment) results • Various types of sample tests and assessments • Third-party credential attainment records • Student projects • Work samples • Performance/project rubrics <i>Do not submit two assessments of the same type</i> <i>Redact all student-identifiable information</i>	Submitted evidence must show: • At least two different types of assessments are used to demonstrate that students can apply their technical knowledge and skills.
1e. A written plan exists to review the curriculum based on data or changes to the program technical standards.	• A written plan outlining regular curriculum reviews based on data or updates to technical standards. This can be in the form of: • A Governing Board policy document • A CTE Director narrative on district letterhead • Another document that meets these required elements	Submitted evidence must show: • Curriculum is reviewed after changes to program technical standards or upon receiving student testing data.

Indicator 2: Prepared and Effective Program Staff

This element focuses on the qualifications of program staff and their ongoing professional development.

Compliance Indicators

Indicator	Example Evidence Documents <i>Unless otherwise indicated, please submit only one evidence artifact per indicator.</i>	Elements of the Documentation
2a. All CTE program instructors hold the appropriate state certification for their CTE program area.	- Valid CTE teacher certificate - A screenshot from the Arizona Department of Education Public Educator Lookup page - In addition to a valid CTE teacher certificate, JROTC instructors must submit appropriate U.S. Military JROTC instructor certification <i>Submit evidence only for program instructors, not internship teachers. Internship teachers' certificates must be uploaded under Indicator 8b.</i> <i>All submitted evidence must be valid at the time of submission.</i>	Submitted evidence must show: - All program instructors have a valid CTE teaching certificate in the correct CTE area. - Screenshots must include: - Instructor name - Educator ID number - Certificate type and area - Expiration date

Quality Indicators

2b. The CTE instructor has a professional development plan with scheduled dates for required activities. Evidence includes: - A PD log from the previous school year listing activity titles and completion dates - A PD plan for the current school year listing activity titles and anticipated completion dates 2c. Within the past five years, the CTE instructor has participated in relevant industry-specific professional development to remain current with evolving industry standards and practices.	- Professional development plan for the current monitoring school year, including anticipated activity titles and dates - Professional development log from the previous school year, including completed activity titles and dates. For example: - School, district, or state PD - An industry certification or license relevant to the program - A relevant program-specific externship - Relevant industry experience - An advanced degree in the field - National Board Teacher Certification <i>Evidence must be submitted for each teacher in the program.</i>	Submitted evidence must show: - Past professional development (<i>from at least the previous school year</i>) is logged for each program instructor, including CTE-specific activities. - Participation in relevant industry-specific professional development within the past five years. - Current school-year professional development is planned for each program instructor, including CTE-specific activities.
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	<i>Unless prior approval has been granted by the assigned ADE CTE Program Specialist, ADE best practice templates must be used with fidelity</i>	
2d. CTE teachers have access to resources and support needed to implement all elements of a high-quality CTE program. A high-quality CTE program meets 90–100% of CTE program quality indicators.	• District narrative detailing the training, professional development, and/or resources provided to teachers successfully implement all elements of a high-quality CTE program	Submitted evidence must show: • The resources and support provided to teachers for implementing all elements of a high-quality program.
2e. A district or CTED professional development plan is in place to train CTE staff and teachers to use and analyze data for program improvement.	• District narrative detailing the training, professional development, and/or resources provided to train CTE staff and teachers to use and analyze data for program improvement.	Submitted evidence must show: • The resources and support provided to CTE staff and instructors to use and analyze data for program improvement.

Indicator 3: Access and Equity

This element addresses district level program promotion, student recruitment, and strategies that ensure access and equity for all student populations. These strategies include considerations for gender, race, ethnicity, and special population status—such as individuals with disabilities, English learners, homeless youth, youth in or out of foster care, youth with a parent in the armed forces, economically disadvantaged students, single parents, nontraditional students, and those out of the workforce.

Compliance Indicators

Indicator	Example Evidence Documents <i>Unless otherwise indicated, please submit only one evidence artifact per indicator.</i>	Elements of the Documentation
3a. District programs are inclusive of special populations as outlined in the Arizona Perkins State Plan.	CTE Opportunity Gap Analysis Report By District document from the ADE CTE Data Portal	Submitted evidence must show: District Programs are inclusive of special populations as outlined in the Arizona Perkins State Plan.

Quality Indicators

3b. Curriculum, instruction, materials, and assessments are free from bias and stereotypes and are delivered with appropriate accommodations to ensure all students can succeed.	- District non-discrimination policy from: - School or district handbook - School or district website	The non-discrimination policy shows: The program curriculum, instruction, materials, and assessments are free from bias and stereotypes and are delivered with appropriate accommodations to ensure all students can succeed.
3c. Career guidance and CTE recruitment materials are provided to all potential and current participants in a manner that is unbiased, inclusive, and non-discriminatory.	- District or CTED professional development for guidance counselors and other CTE staff on bias, inclusivity, and non-discrimination - Recruiting materials and documentation showing all district and school recruitment events are free from bias, inclusive, and non-discriminatory - Student registration materials showing all district and school registration materials events are free from bias, inclusive, and non-discriminatory - District non-discrimination policy from: - School or district handbook - School or district website	Submitted evidence must show: - Career guidance or CTE recruitment materials are provided to all potential and current program participants in a way that is: - Free from bias - Inclusive - Non-discriminatory - Evidence must include the latest U.S. Department of Education Office of Civil Rights Notice of Non-Discrimination.

3d. Actions are taken to remove barriers and provide support services and aids that extend learning experiences for CTE students, including special populations. These experiences may include work-based learning, CTSO participation, and articulated credit.	• A district narrative detailing the actions that are taken to remove barriers and provide support services and aids that extend learning experience for CTE Students.	Submitted evidence must show: • Appropriate actions are taken to eliminate barriers and provide support services and supplementary aids that extend learning experiences for CTE students, including special populations. • Examples of extended learning experiences include: • Work-Based Learning (WBL) • CTSO participation • Articulated credit opportunities
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Indicator 4: Facilities, Equipment, Technology and Materials

This element addresses the alignment, appropriateness, and safety of the program's physical and material components, including laboratories, classrooms, computers, industry-specific equipment, tools, and supplies that support learning.

Compliance Indicators

Indicator	Example Evidence Documents <i>Unless otherwise indicated, please submit only one evidence artifact per indicator.</i>	Elements of the Documentation
4a. Program facilities, equipment, technology, and materials reflect current industry practices and align with technical standards and program objectives.	Program inventory spreadsheet <i>Unless prior approval has been granted by the assigned ADE CTE Program Specialist, ADE best practice templates must be used with fidelity</i>	Submitted evidence must show: - Alignment to Industry Standards: - Programs demonstrate access to facilities, equipment, technology, and materials used in the program to reflect current workplace, industry, and/or occupational practices and align to technical standards and program objectives. - Specialized Equipment Purchased with CTE Funds: - Each program must include some specialized equipment purchased with CTE or CTED funds. - Perkins-funded items must include these fields (if none, indicate "N/A" and provide notation): - Description - Serial number or unique ID - Funding source and FAIN - Title holder - Purchase Order - Acquisition date (if older than five years, indicate "pre-20XX") - Acquisition cost % federal participation - Location - Current use (CTE program) - Condition - Disposition info (if applicable) - Inventory must be reconciled at least every two years. - Compliance with ADE CTE Equipment Guidelines - Evidence must adhere to ADE guidelines and include all

		equipment for the program.
Quality Indicators		
4b. Program facilities, equipment, technology, and materials meet industry safety and health standards. 4c. The district or CTED ensures proper use of program facilities, equipment, technology, and materials.	• Video tour of the program showing the entire classroom, lab space, storage and equipment • Photos of the program showing the entire classroom, lab space, storage and equipment	Submitted evidence must show: • The district or CTED provides appropriate access to and effective use of facilities, equipment, technology, and instructional materials within the program. • Facilities and equipment are clean, organized, and well maintained. • Equipment is properly set up, functional, and safe for student and staff use. • Facilities and equipment meet applicable safety standards. • Facilities and equipment are accessible.
4d. Processes and resources are in place to regularly inspect, update, and replace program facilities, equipment, technology, and materials.	• District policy • District maintenance schedule • CTE Director narrative	Submitted evidence must show: • The process for inspecting, updating, and replacing facilities, equipment, technology, and materials. Evidence must apply to all programs in the district and demonstrate: • How equipment is inspected annually. • At what point equipment should be repaired or replaced to maintain current industry standards.

Indicator 5: Business and Community Partnerships

This element focuses on recruiting business and community partners, establishing effective partnership structures, and engaging partners in a wide range of activities that support the program and ensure alignment with workforce needs.

Compliance Indicators

Indicator	Example Evidence Documents <i>Unless otherwise indicated, please submit only one evidence artifact per indicator.</i>	Elements of the Documentation
5a. The program uses a formal, structured process to coordinate partnerships, such as an advisory board or sector partnership.	Detailed advisory board meeting minutes <i>Unless prior approval has been granted by the assigned ADE CTE Program Specialist, ADE best practice templates must be used with fidelity</i>	Detailed advisory board meeting minutes that include: Meeting Information – Date, time, location, and meeting type (regular/special). Attendee List – Names and affiliations of all attendees (industry, business, community, education). Agenda Items & Approvals – Key topics discussed and confirmation of agenda/previous minutes. Discussion Summaries – Concise notes on major points and industry/business input. Motions – Exact wording of motions and who moved/seconded. Votes & Outcomes – Vote results (for/against/abstain) and whether the motion passed or failed. Action Items – Specific tasks, assigned owners, and due dates. Next Meeting Details – Proposed date/time, location, and preliminary agenda topics. Minutes must clearly show that pertinent business and industry partners attended.

Quality Indicators

5b. CTE program representatives actively engage in outreach to build partnerships that reflect employer and community needs.

- Business Contact Log

A Business Contact Log is a structured record that documents all interactions between the Career and Technical Education (CTE) program and its business or industry partners.

Meeting minutes do not take the place of a Business Contact Log.

Unless prior approval has been granted by the assigned ADE CTE Program Specialist, ADE best practice templates must be used with fidelity

A Business Contact Log that includes:

- **Date of Contact** – The specific date when communication occurred.
- **Partner Information** – Name of the business/organization and the individual contacted.
- **Purpose of Communication** – A brief description of the reason for the interaction (e.g., advisory meeting, work-based learning coordination, program feedback).
- **Method of Communication** – How the contact was made (e.g., email, phone call, in-person meeting).
- **Action Items/Follow-Up** – Any agreed-upon tasks or next steps resulting from the communication.
- **Status Updates** – Notes on progress or completion of action items, if applicable.

5c. Program partnerships include diverse stakeholders who provide varied perspectives and financial or technical support to meet program goals.

- Stakeholder List

A Stakeholder List is a comprehensive record of individuals and organizations that actively support the CTE program through diverse perspectives and contributions. This list should demonstrate that partnerships include a variety of stakeholders who provide financial or technical support to help achieve program goals.

Meeting minutes do not take the place of a Stakeholder List.

Unless prior approval has been granted by the assigned ADE CTE Program Specialist, ADE best practice templates must be used with fidelity

A Stakeholder List that includes:

- **Stakeholder Name** – Full name of the individual or organization.
- **Organization/Company** – The entity the stakeholder represents.
- **Position/Role** – The stakeholder's role within their organization or in relation to the CTE program.
- **Contact Information** – Email address and/or phone number for communication.
- **Type of Support Provided** – Indicate whether the stakeholder offers financial support, technical expertise, advisory input, or other resources.
- **Perspective Represented** – Briefly note the stakeholder's area of expertise or viewpoint (e.g., employer, community leader, postsecondary partner, industry specialist, etc.).

5d. Program partners and stakeholders help evaluate the program’s effectiveness in preparing students for further education and careers.	• A survey sent to business and industry partners specifically for the program. • A program evaluation report that lists business and industry partners as evaluators. • For JROTC programs: Annual Program Military Evaluation (JROTC Inspection Report) or JROTC End-of-Year Report. This artifact should demonstrate that program partners and stakeholders actively participate in evaluating the program’s effectiveness in preparing students for further education and careers. The evaluation must include documented input, feedback, or recommendations from partners. The district CLNA report is not an acceptable artifact for this indicator. Meeting minutes do not take the place of a Program Evaluation with Partner Input. <i>Unless prior approval has been granted by the assigned ADE CTE Program Specialist, ADE best practice templates must be used with fidelity</i>	Program Evaluation with Partner Input that includes: • Evaluation Document – A program-level evaluation survey results report (not the CLNA) that includes partner feedback or recommendations. • Partner Participation Evidence – Documentation showing how partners contributed to the evaluation process (e.g., meeting notes, advisory committee minutes, or feedback forms). • Evaluation Method – Indicate how partner input was collected (e.g., surveys, interviews, advisory meetings). • Recommendations/Action Items – Summary of partner suggestions and any resulting actions or improvements.
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Indicator 6: Student Career Development

This element addresses strategies that help students build career knowledge and engage in education and career planning and decision-making. These strategies include career counseling, career assessments, curricula that teach students about careers, information on educational opportunities and workforce trends, as well as job search resources and placement services.

Compliance Indicators

Indicator	Example Evidence Documents <i>Unless otherwise indicated, please submit only one evidence artifact per indicator.</i>	Elements of the Documentation
6a. The district or CTED provides career exploration opportunities for students in grades 5–9. This is optional for non-Perkins CTED central programs.	- Schedule of district or CTED career exploration activities - District course handbook - CTE Director narrative	- Submitted evidence must show: - The district or CTED provides career exploration opportunities for students in grades 5–9 (optional for non-Perkins CTED central programs), and the CTE department implements activities that support career exploration or career development for these grade levels.

Quality Indicators

6b. Students and their parents or guardians receive current information about extended learning opportunities, such as work-based learning, CTSO participation, and articulated credit.	Syllabus that includes extended learning experiences (e.g., work-based learning, CTSO participation, articulated credit). Career Center Resources (on campus or virtual) showing CTE career pathways. Program-Specific Data highlighting trends related to CTE. Pamphlets and Brochures that provide information about CTE programs and opportunities. Apprenticeship Information available to students. Banners or Displays promoting CTE programs and extended learning opportunities.	Submitted evidence must show: - Students and parents/guardians receive up-to-date information about extended learning opportunities offered through the program, such as work-based learning, CTSO participation, and articulated credit. - Documentation clearly identifies which extended learning opportunities are available and explains how students can access or participate in them.
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6c. Students and their parents or guardians have access to counselors, career centers, and job search resources, including online tools.	• A list of available resources with descriptions (e.g., career center services, job search platforms, counseling support). • Screenshots or links to online tools and portals. • Schedules or contact information for counselors and career specialists. • Counseling/Career Center materials provided to students and families (e.g., guides, flyers, handbooks).	Submitted evidence must show: • Students and their parents/guardians have access to current information about job search resources, career centers, online tools, and counselors. • Documentation must identify the resources provided and clearly show what information is included in those resources.
6d. School counselors have access to professional development and current information on CTE programs, extended learning opportunities, education and training options, and regional occupational trends to support student planning and decision-making.	• Documentation showing the district or CTED uses CTE funds to support counselors in attending CTE-related professional development. • Purchase Orders (POs) for counselor participation in CTE professional development. • Attendance records or other documentation showing that counselors participated in district or CTED-sponsored CTE professional development activities and conferences.	Submitted evidence must show: • School counselors have access to professional development and current information on CTE programs, extended learning experiences, education and training options, and regional occupational trends to support students in education and career planning. • School counselor professional development is CTE-focused and funded or provided by the district CTE office or CTED.

Indicator 7: Career and Technical Student Organizations (CTSOs)

This element addresses Career and Technical Student Organizations (CTSOs), which are student organizations for those enrolled in CTE programs. CTSOs engage in activities that are an integral part of the instructional program, including providing opportunities for students to develop skills and leadership.

Compliance Indicators

Indicator	Example Evidence Documents <i>Unless otherwise indicated, please submit only one evidence artifact per indicator.</i>	Elements of the Documentation
7a. The CTSO local chapter is registered annually with its approved CTSO association. (JROTC programs not affiliated with a CTSO complete the attestation checkbox.) Annual registration includes: • Current chapter bylaws or constitution updated within the last school year • A certified CTE instructor serving as chapter advisor • Official membership invoice from the national or state office • Proof of program and leadership activities using the approved ADE template: ○ DECA: Program of Leadership ○ FBLA, FCCLA, HOSA SkillsUSA: Program of Work ○ FFA: Program of Activities • List of chapter officers • Minutes from at least two meetings during the last school year	• Documentation submitted to the State CTSO Advisor as part of the local CTSO chapter's annual registration.	CTE Program Specialists will confirm that all required annual registration elements have been submitted to the State CTSO Advisor.

Quality Indicators

7b. The CTSO local chapter earned a chapter award in the previous academic year.	• DECA, FBLA, FCCLA, HOSA: Bronze, Silver, Gold, or Platinum Chapter Award	Submitted evidence must show: • The program has attained an official Chapter Award from its approved CTSO association.
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	• FFA: Superior Chapter Award, Chapter of Distinction (Bronze, Silver, or Gold) • SkillsUSA: Chapter of Distinction (Bronze, Silver, or Gold)	Data must be from the prior academic year.
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Indicator 8: Work-Based Learning

This element focuses on providing a continuum of work-based learning experiences that involve sustained, meaningful interactions with industry or community professionals. These experiences should offer students in-depth, firsthand engagement with tasks required in a specific career field. Work-based learning may occur in workplaces, in the community, at educational institutions, or virtually, as appropriate. Examples include clinical experiences, simulations, school-based enterprises, internships, and apprenticeships.

Compliance Indicators

Indicator	Example Evidence Documents <i>Unless otherwise indicated, please submit only one evidence artifact per indicator.</i>	Elements of the Documentation
8a. Work-based learning instruction and experiences are available to all students during the program.	• Course guide information showing WBL opportunities. • Curriculum map indicating the WBL delivery model. • Syllabus detailing WBL components.	Submitted evidence must show: • The type of work-based learning (WBL) experience being provided. • The specific course(s) in which the WBL opportunity is offered. • WBL is accessible to all students enrolled in the program. • Students apply knowledge and skills in real-world settings through the WBL experience.
8b. All work-based learning experiences are supervised by appropriately certified CTE staff.	• CTE teacher certificate-Appropriately certified in program area • CTE teacher certificate with a cooperative education endorsement. • A screenshot from the Arizona Department of Education Public Educator Lookup page • Certificate of completion for the Premier Series Work-Based Learning training.	Submitted evidence must show: • All work-based learning (WBL) experiences are supervised by certified CTE staff.

Quality Indicators

8c. Work-based learning requirements and procedures follow the Arizona Work-Based Learning Guide .	Localized / revised templates from the Arizona Work-Based Learning Guide. • Internship Guide • Work-Based Learning (WBL) Handbook • WBL Training Agreements • Clinical Agreements	Submitted evidence must show: • Requirements and procedures for work-based learning experiences are formalized and align with the Arizona Work-Based Learning Guide.
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	• Supervised Agriculture Experience (SAE) • School-Based Enterprise Business Plan • Service-Learning Project Plan • Healthcare Clinicals Guide • Diversified/Cooperative Education Guide • Registered Apprenticeship Guide • Training Plan	
8d. The CTE program submits an annual report detailing program-specific work-based learning activities.	• Annual report or summary detailing program-specific work-based learning (WBL) accomplishments • For JROTC: End-of-Year Annual Report • For Agriscience: Arizona Electronic Tracker summary sheet for Supervised Agriculture Experience (SAE)	Submitted evidence must show: • Number of WBL opportunities offered. • Number of students participating. • Locations and types of experiences (e.g., simulations, projects, internships, school-based enterprises, business names).

Indicator 9: Data and Program Improvement at School and District or CTED Level

This element focuses on the collection, reporting, and use of data to support continuous evaluation and program improvement, as well as ensuring appropriate access to relevant data.

Compliance Indicators

Indicator	Example Evidence Documents <i>Unless otherwise indicated, please submit only one evidence artifact per indicator.</i>	Elements of the Documentation
9a. The district or CTED must meet State-Determined Levels of Performance.	- District Level of Performance Report from the CTE Data Portal (Perkins only). - If the district did not meet at least 90% of the State-Determined Levels of Performance (SDLP) for one or more performance measures, please upload District Improvement Plan	Submitted evidence must include: - District Level of Performance Report from the CTE Data Portal (Perkins only). - If the district did not meet at least 90% of the State-Determined Levels of Performance (SDLP) for one or more performance measures, please upload District Improvement Plan
9b. Labor market data, student data, and the Comprehensive Local Needs Assessment (CLNA) guide program decisions and continuous improvement.	A completed and signed Comprehensive Local Needs Assessment (CLNA)	Submitted evidence must include: A completed and signed Comprehensive Local Needs Assessment (CLNA).

Quality Indicators

9c. The CTE program must meet State-Determined Levels of Performance.	- Performance Measures Results by school and program report (Perkins only). <i>(NOTE: This must be the SDLP report from the CTE Data Portal).</i> - CTED Achievement Profile Data (for CTED central programs).	Submitted evidence must show: - The CTE program meets at least 90% of the State-Determined Levels of Performance (SDLP). - As required by §15-393.01(A), the CTED Achievement Profile Data must include: - Graduation rate - Completion rate - Technical Skills Assessment (TSA) results - Industry credential or community college certificate attainment - Student placement data
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9d. CTE staff and teachers have access to valid, reliable data disaggregated by gender, race/ethnicity, and special population status. This data supports comparisons among groups and helps identify equity gaps.	• TSA Contact List from the CTE Data Portal	Submitted evidence must show: • Appropriate CTE staff and instructors have access to valid, reliable Technical Skills Assessment (TSA) data for their programs through the CTE Data Portal.
9e. A formal process ensures systematic, ongoing use of data – such as student access, performance, and evaluation results – to improve programs and address equity gaps.	• District or CTED policy outlining procedures for reviewing TSA and other performance data. • Program improvement plans developed based on Comprehensive Local Needs Assessment (CLNA) findings or TSA data.	Submitted evidence must show: • A formal process is in place to ensure systematic, ongoing use of data—such as student access, performance, and program evaluation results—to improve CTE programs and address equity gaps.