ARIZONA DEPARTMENT OF EDUCATION

Career and Technical Education

Administrators Meeting

November 6, 2026

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Welcome!



Kevin Imes

Deputy Associate Superintendent, CTE

ARIZONA DEPARTMENT OF
EDUCATION

TODAY'S AGENDA

Scenarios

Partner Updates

Close - Survey

Use of Scenarios

OBJECTIVE: Identify Services ADE CTE can provide.

HOW CAN ADE CTE HELP?

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Use of Scenarios

1. Read Scenario 1

2. As a table, discuss Challenge Question 1 – How Can ADE help?

3. ADE Panel Discussion

4. As a table, discuss Challenge Question 2 – How Can ADE Help?

5. ADE Panel Discussion

6. As a table, discuss Challenge Question 3 – How Can ADE Help?

7. ADE Panel Discussion

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CADENCE

- Scenario 1
- Partner Update
- Scenario 2
- Partner Update
- Scenario 3



BREAK ?

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Scenario 1

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Scenario 1

Navigating Conflicting Guidance and CTE Compliance Requirements

- New CTE director
- Director encounters several conflicting messages.
- Finance office questions equipment purchase needs a specific funding requirements and proposed expenditure.
- CTE data submission due soon. The director needs current instructions. Another district says it received different guidance.

Challenge 1

The district cannot identify the current official guidance.

The CTE director finds multiple documents with different dates and wording. Staff members are relying on saved emails, old presentations, and information shared informally by colleagues.

HOW CAN ADE HELP?


03:00

Challenge 1

REVIEW

The district cannot identify the current official guidance.

The CTE director finds multiple documents with different dates and wording. Staff members are relying on saved emails, old presentations, and information shared informally by colleagues.

HOW CAN ADE HELP?

ADE Discussion

Challenge 2

The district does not know which office has authority to answer a question.

- The director contacts multiple people, but each responds from a different perspective. ADE CTE can explain CTE program expectations, while the finance office needs a funding-specific determination.

HOW CAN ADE HELP?


03:00

Challenge 2

REVIEW

The district does not know which office has authority to answer a question.

- The director contacts multiple people, but each responds from a different perspective. ADE CTE can explain CTE program expectations, while the finance office needs a funding-specific determination.

HOW CAN ADE HELP?

ADE Discussion

Challenge 3

A funding question could lead to an incorrect expenditure.

- The district plans to purchase equipment for a CTE program. The teacher believes the purchase is necessary for instruction, but the finance office is unsure whether the proposed cost is allowable under the identified funding source.

HOW CAN ADE HELP?


03:00

Challenge 3

REVIEW

A funding question could lead to an incorrect expenditure.

- The district plans to purchase equipment for a CTE program. The teacher believes the purchase is necessary for instruction, but the finance office is unsure whether the proposed cost is allowable under the identified funding source.

HOW CAN ADE HELP?

ADE Discussion

Maya Salas

University of Arizona, Project CHANGE

COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
Southwest Institute
for Research on Women



PROJECT CHANGE PROGRAMS

FREE presentations for students on topics of:

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

- **Managing Imposter Syndrome – New Presentation!**

PD for Educators:
Recruitment & Retention of Nontraditional Students
(Updated Version!)

Professionals in gender nontraditional fields experience significantly higher rates and intensities of imposter syndrome.

Imposter Syndrome



(Explained by ducks)

Project CHANGE

Careers, Harassment, And Nontraditional Gender Education





Working to increase gender nontraditional enrollment in CTE programs, and to promote safe and healthy schools.

- All presentations are free of cost.
- Student presentations accomodate 45-60 min class periods.
- Educator presentations run for 60 min.
- Educator presentations provide professional development hours.

Presentation Offerings Include:

- Recruitment & Retention of Nontraditional Students
- Managing Imposter Syndrome
- CTE 101
- Gender Nontraditional Careers
- Stopping Sexual Harassment
- Digital Citizenship & Cyberbullying

Presentation descriptions on back!

SCAN to Request a Presentation!

COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
Southwest Institute for Research on Women

Program Contact

Maya Salas
mayaisalas@arizona.edu
(520) 591-0257

Jennifer Brooks

Arizona CTE Curriculum Consortium

CTE CURRICULUM CONNECTION



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not alone

valued

supported

prepared

heard

CTE CURRICULUM CONNECTION

confident

seen

ready

empowered

connected

part of something larger than themselves

Grant Funded Participants (25!)

- **Federico Oropeza** & **Bronwyn Lyons**, Phoenix Union
- **Irma Yaw-Ruiz**, Williams USD (CAVIAT)
- **Julia Finney**, Florence Unified
- **Paul Schreel**, JO Combs
- **Eric Perez, Kristen Johnson** & **Mary Escobedo**, EVIT
- **Amanda Wallace**, STEDY
- **Desiree Wible** & **Monica Burrows**, Pima JTED
- **Valentina Gonzales**, VACTE
- **Danielle Depeaux**, Higley Unified
- **Brianne Quetel**, Round Valley(NAVIT)
- **Ryan Dimal,** Dysart (West-MEC)
- **Cindy Wilmer**, Sedona USD (VACTE)
- **Skylar Stephens**, Tolleson UHSD (West-MEC)
- **Kim Rivery, Jennifer Upsher** & **Melissa Portella**, Glendale Union (West-MEC)
- **Ted Soja**, West-MEC
- **Zach Martindale**, Agua Fria (West-MEC)
- **Cory Newton**, Mesa Public Schools
- **Christopher Todd**, Chandler USD
- **Phil Howardell**, retired PVUSD (West-MEC)



New | Upcoming Instructional Resources

Blueprints & Frameworks

- Digital Photography
- Graphic Design
- Cosmetology & Related Services
- M/H Vehicle and Truck Technology
- Sports Medicine & Rehabilitation

Benchmark Assessments

- Engineering
- Home Health Aide

Instructional Terminology

- Sports Medicine & Rehabilitation
- Cabinetmaking
- Graphic Design
- Cosmetology & Related Services
- Home Health Aide
- Early Childhood Education
- Fashion Design & Operations
- Nursing Services
- Pharmacy Support Services

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Scope & Sequence Event

- In-person February 18-19th at West-MEC offers invaluable collaboration with peers from across the state
- Spring 2027: Open to **Sports Medicine and Rehabilitation** program teachers
- The Scope of Work and Event details can be found on the teacher nomination form

Would you recommend participating in a Scope & Sequence Event to a colleague?

Fall 2026: 10/10

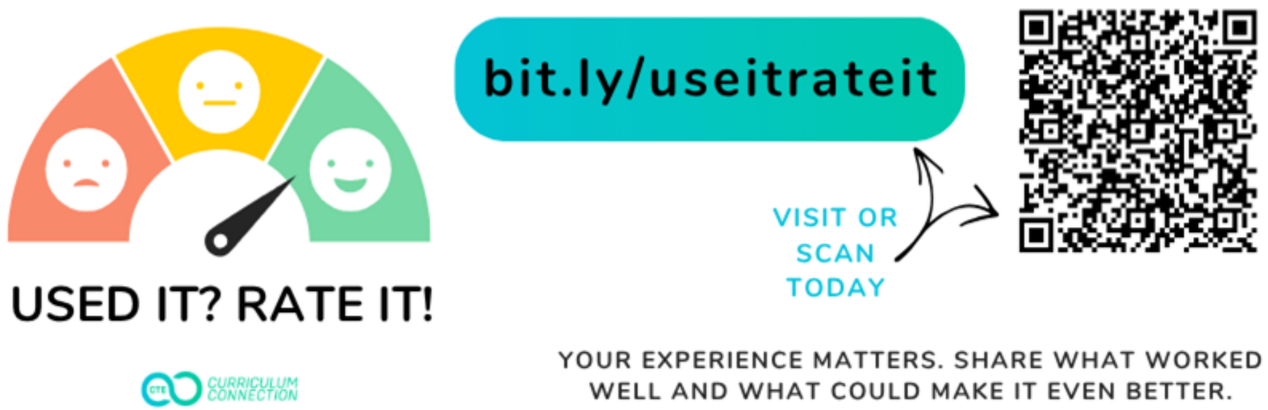
actEAZ Premier Series
Credit awarded



Used It? Rate It!

CTE CURRICULUM CONNECTION

- **WHAT** Ongoing educator feedback mechanism designed to gather meaningful, point-of-use feedback
- **WHY** The educators who actually use CTECC curriculum in their classrooms are uniquely positioned to provide insight into its quality, relevance, usability, and effectiveness.
- **HOW**



Looking for...

- New User Account Request
- Calendar of Events
- Training Options
- Completion List
- Quick Start Guide
- Latest Newsletter
- Meeting Agenda & Minutes
- 26-27 Strategic Plan
- Subscriber of Distinction Framework



CTE Administrators and Member District Designees Hub

We're here to serve you!

cte.ctecaz.org/hubs/CTEleaders

Scenario 2

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Scenario 2

When Student Access, Program Enrollment, and Equity Become a Districtwide Challenge

- District promotes CTE as an opportunity for students.
- Enrollment in several high-demand programs does not reflect the district's overall student population.
- Some students with disabilities are not enrolling in certain CTE programs.
- English learners may have limited awareness of CTE pathways and credentials.
- Inconsistent information about prerequisites, dual enrollment, CTSOs, and career opportunities.
- Employers report that they need more entry-level talent.

Challenge 1

The district has enrollment data but does not know what it means.

- The director can access data.
- Information is maintained in different systems.
- Uses different reporting periods.
- Not routinely reviewed together.
- Low confidence determine what data means.

HOW CAN ADE HELP?


03:00

Challenge 1

REVIEW

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HOW CAN ADE HELP?

ADE Discussion

Challenge 2

Students and families are uncertain about access to CTE programs.

- Counselors and families have questions about whether students with disabilities can participate.
- Some students are discouraged from exploring a pathway before their individual needs and available supports have been fully considered.

HOW CAN ADE HELP?


03:00

Challenge 2

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- Counselors and families have questions about whether students with disabilities can participate.
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HOW CAN ADE HELP?

ADE Discussion

Challenge 3

Counselors are not communicating a consistent message about CTE.

- Some counselors describe CTE primarily as job preparation and for students who are not college bound.
- Unfamiliar with how credentials, dual enrollment, advanced technical training, and postsecondary education can connect.
- CTSO advisors promote leadership activities, but counselors do not always understand how these experiences relate to their academic and career goals.

HOW CAN ADE HELP?


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HOW CAN ADE HELP?

ADE Discussion

Kathryn Strevell

Arizona School Administrators



ASA-CTE Division

Division participation

Award nominations, elections, and membership

Expand CTE advocacy to all school leaders

JOIN US!

Next meeting

November 20 • Deer Valley

General ASA and CTE Division meeting

ASA CTE Meeting Calendar

Rebecca Robinson

ACOVA



ACOVA Fall Conference

Feedback Survey

*New format of schedule

2027 ACOVA ELECTIONS

Spring 2027 open positions:

2 Member at Large
Treasurer
President -Elect

Nominations, email or interest and bios to be sent to president@acova.org or president -elect@acova.org

STUDENT SCHOLARSHIPS

THANK YOU FOR A SUCCESSFUL AUCTION!

ARIZONA CTE #iamcte ACOVA

Scenario 3

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Scenario 3

Building a Sustainable CTE Program

Recent challenges:

- The experienced CTE teacher plans to retire.
- Local employers are adopting new technologies.
- New teacher limited knowledge of Arizona CTE requirements.
- Employers report that graduates need stronger skills.
- CTSO participation has declined, and the new teacher is unsure how to connect CTSO activities to classroom learning.
- Director is concerned program may not remain aligned with current standards, credentials, student opportunities, and employer needs.

Challenge 1

The new teacher needs guidance on Arizona CTE expectations.

- The teacher is uncertain about the applicable technical standards, Program of Study requirements, credential opportunities, and available program resources.

HOW CAN ADE HELP?


03:00

Challenge 1

REVIEW

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HOW CAN ADE HELP?

ADE Discussion

Challenge 2

Employer expectations have changed.

- Employers want graduates who can work with automation, interpret technical information, solve problems, and demonstrate professional employability skills. The district is unsure how to respond to these needs without making unsupported changes to the program.

HOW CAN ADE HELP?


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HOW CAN ADE HELP?

ADE Discussion

Challenge 3

CTSO participation has declined.

- Students view the CTSO as an optional club rather than an opportunity to develop and demonstrate technical and leadership skills. The new teacher is unfamiliar with the organization’s activities, competitive events, and career-readiness opportunities.

HOW CAN ADE HELP?


03:00

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HOW CAN ADE HELP?

ADE Discussion

Thank you!

Your dedication helps students succeed and communities thrive.

We want your feedback!

Please take a moment to complete this survey. Your response is anonymous.