CTE Administrators Meeting

November 6, 2026
8:30 a.m. – 12:00 p.m.
Sign-in begins at 8:00 a.m.; Meeting starts promptly at 8:30 a.m.
Prescott Resort: 1500 East State Route 69, Prescott, AZ 86301

AGENDA

Welcome and Introductions: Kevin Imes

Scenario Activity and Discussion with ADE CTE Leaders

- Bobby Neves – Fiscal and Grants
- Charles Jarvis – Data and Accountability
- Emily Brown – School Counselor
- Judy Balogh – Technical Standards and Skills Assessments
- Megan Victory – CTSOs
- Michelle Martinez – Program Services
- Robert Garcia – Work Based Learning

Scenario 1

Updates From Our Partners

- Maya Salas – Project Change
- Jennifer Brooks – CTE Curriculum Connection

Scenario 2

Updates From Our Partners

- Kathryn Strevell – Arizona School Administrators
- Rebecca Robinson – ACOVA

Scenario 3

ADE Closing: Kevin Imes

The next CTE Administrators Meeting will be held February 4, 2027
Prescott Resort: 1500 East State Route 69, Prescott, AZ 86301

ARIZONA DEPARTMENT OF EDUCATION – CAREER AND TECHNICAL EDUCATION

RESOURCE GUIDE

Connecting Arizona's education-to-workforce resources | Working guide • October 2026

Quick routing: where to start

If the question is about…	Start with…	Additional Contact and Resources Provided
Education Career Action Plan (ECAP), career planning, school counseling	School Counselor / ECAP resources	ECAP contact and counselor resources. ECAP and School Counselor PD. ECAP components: academic, career, postsecondary, extracurricular; templates, FAQs, and training. Also use School Counselor resources.
Approved CTE programs and credentials	CTE Programs and Certification	CTE Program Services / relevant program specialist. Approved program lists/sequences, program elements, credentials/certification, PD, and monitoring.
Work-based learning, internship forms, employer roles	CTE Work-Based Learning	WBL contact; district WBL coordinator; review sample forms locally. Definitions, delivery models, stakeholder roles, guidebooks, sample agreements, and training plans. Sample forms may need local legal/administrative review.
CTE enrollment, placement, credits, accountability reports	CTE Data and Accountability	Accountability specialist or CTE Data and Accountability. CTE data portal, enrollment/placement/credential reporting, opportunity-gap reports.
Perkins V, State Priority grants, budgets, allowability	CTE Grants	Grant Program Specialist; use current grant guidance and budget resources. Perkins V, CLNA, budgets, deadlines, revisions and allowability.
Standards, Technical Skills Assessment (TSA), and professional skills	CTE Standards and Assessments	Technical Standards/TSA team. TSA guidance, registration/reporting tutorials, sample items, and accommodations; professional skills.
CTE student organizations (CTSO)	CTSO page	CTSO contact or organization-specific contact. CTSO chapter submissions and advisor training.
Students with disabilities/transition planning	Exceptional Student Services (ESS) Secondary Transition	ESS Secondary Transition team; consult current rule and IEP guidance. ESS transition services/course planning.
English learner services and EL program questions	Office of English Language Acquisition Services (OELAS)	OELAS inbox or topic-specific contact. OELAS English learner resources, standards.
Public CTE data not on the website	CTE Data page / ADE data request	Use published request process; data-sharing restrictions may apply.
Issue crosses ADE offices or external agencies	Relevant programs contact first	Ask the contact to identify the policy owner and coordinate a written response if needed.

Core resource directory.

Resource	What it provides	Published contact / responsibility	Link
Education and Career Action Plans (ECAP) School Counseling	Grades 9–12 ECAP requirements; four components (academic, career, postsecondary, extracurricular), templates, FAQs, EMAC guidance, sample plans, and training.	Emily Brown, School Counselor Director; (602) 542-5353; Emily.Brown@azed.gov	https://cms.azed.gov/cte/ecap https://www.azed.gov/cte/counselors
CTE Programs and CTE Quality and Compliance Monitoring	Approved program lists and coherent sequences; program elements; professional skills; industry credentials; educator certification; professional development; monitoring resources.	Michelle Martinez, Director, CTE Program Services; (602) 542-4365; Michelle.Martinez@azed.gov	https://www.azed.gov/cte/programs
CTE Standards and Technical Skills Assessments	TSA guidance, registration and reporting tutorials, sample items, accommodations guidance and TSA dashboard instructions.	Judy Balogh, Team Lead; (602) 542-4155; Judy Balogh@azed.gov	https://www.azed.gov/cte/assessments

Career and Technical Student Organizations (CTSO)	CTSO chapter resources, annual chapter submission, advisor training, organization resources, and links.	Julie Ellis, CTSO contact; (602) 542-5350; Julie.Ellis@azed.gov	https://www.azed.gov/cte/ctso
CTE Work-Based Learning	Guide for embedding work-based learning into CTE programs; definitions, delivery models, roles, and responsibilities.	Robert Garcia, Work-Based Learning; (602) 542-8789; Robert.Garcia@azed.gov	https://www.azed.gov/cte/programs/wbl
CTE Data and Accountability, CTE data requests, CTE program quick facts and public map	CTE Data Portal guidance, reporting resources, enrollment and placement instructions, credential reporting guidance, opportunity-gap analysis, and reports.	Charles Jarvis, Director; (602) 364-1946; Charles.Jarvis@azed.gov	https://www.azed.gov/cte/data
CTE Grants, Comprehensive Local Needs Assessment (CLNA)	Grant resources, grant specialist lookup, deadlines, budget resources, allowable/unallowable expense chart, revisions, and training.	Bobby Neves, Fiscal/Grants contact; (602) 542-5137; Bobby.Neves@azed.gov	https://www.azed.gov/cte/grants

Responsibility map: who owns what?

Question / decision	Primary ADE starting point	Other parties who may need to participate	What to request
Is a CTE program approved, and what standards or sequence apply?	CTE Programs and Standards	District/CTED CTE director; local advisory committee; employer subject-matter experts	Current approved program list, coherent sequence, standards, monitoring criteria
How should an ECAP requirement be implemented or documented?	ECAP / School Counselor Director	School counselor, principal, district ECAP lead	Current rule, due date, school-specific documentation requirements, templates
Does an experience qualify as CTE work-based learning?	CTE WBL team	District WBL coordinator, teacher, employer, family, local risk-management/legal staff	Applicable definition, required documentation, safety, and supervision guidance
How should CTE enrollment, credentials, or placement be reported?	CTE Data and Accountability	District data/reporting staff; CTED and member district where applicable	Current reporting instructions, data definitions, correction process, and deadline
Is an expense allowable under a grant?	CTE Grants / assigned grant specialist	District grants office, fiscal staff, procurement, program administrator	Written reference to current grant guidance and any required approval before spending
What support is required for a student with a disability transitioning from school?	ESS Secondary Transition	IEP team, student and family, school staff, vocational rehabilitation, or other agencies as appropriate	Current rule/guidance, required IEP components, transition resources and referral pathway
How should EL program requirements affect instruction or access?	OELAS	District EL coordinator, school instructional leaders, family, relevant program staff	Applicable guidance, service requirements, language-access supports and current forms
Can ADE share or connect data across programs?	Relevant data-owning program plus ADE Data Governance as needed	District/CTED data owners, postsecondary partners, legal/privacy staff	Permitted data elements, purpose, authority, agreement, security, and reporting rules
A question crosses multiple ADE offices	Start with the program office responsible for the underlying rule or resource	Relevant ADE offices and external agency/institution as needed	A named lead, written response, applicable authorities, and a clear next step

Resource	Official URL
Career and Technical Education	https://www.azed.gov/career-and-technical-education
ECAP	https://cms.azed.gov/cte/ecap
School Counselors	https://www.azed.gov/cte/counselors
CTE Programs and Standards	https://www.azed.gov/cte/programs
Work-Based Learning	https://www.azed.gov/cte/programs/wbl
CTE Teacher Certification	https://www.azed.gov/cte/programs/wbl-resources
CTE Data and Accountability	https://www.azed.gov/cte/data
CTE Grants / Perkins V	https://www.azed.gov/cte/grants
CTE Technical Skills Assessments	https://www.azed.gov/cte/assessments
CTE Student Organizations	https://www.azed.gov/cte/ctso
ESS Secondary Transition	https://www.azed.gov/specialeducation/secondary-transition
Secondary Transition 101	https://www.azed.gov/specialeducation/secondary-transition-101-online-course
AZ-TAS Documents	https://www.azed.gov/specialeducation/az-tas-documents
OELAS resources	https://www.azed.gov/OELASResources
ADE Data Governance	https://cms.azed.gov/data
ADE general contact	https://www.azed.gov/contact-ade

How Can ADE CTE Help?

Purpose: Explore how the Arizona Department of Education (ADE) Career and Technical Education (CTE) Unit can provide meaningful, coordinated support when a local CTE director faces a complex program challenge involving instruction, technical standards, teacher capacity, student opportunities, CTSO participation, industry expectations, and compliance.

Key principle: ADE CTE does not solve the district's problem for it. ADE helps the district understand the problem, navigate requirements, identify resources, connect with the right partners, and develop a workable local response.

Scenario 1: Navigating Conflicting Guidance and CTE Compliance Requirements

A scenario for CTE directors, school and district leaders, and ADE CTE support staff

The Challenge: The District That Received Three Different Answers

A growing Arizona school district offers several Career and Technical Education (CTE) Programs of Study across multiple high schools. The district recently hired a new CTE director who is responsible for coordinating program implementation, supporting teachers, monitoring reporting requirements, and working with the district's grants and finance offices.

As the new school year begins, the director encounters several conflicting messages.

- The district's finance office questions whether a proposed equipment purchase is allowable under a CTE-related funding source. The CTE director receives a general answer, but the finance office needs a determination tied to the specific funding requirements and proposed expenditure.
- A school administrator reports that a required CTE data submission may be due soon. The director cannot locate the current instructions and is unsure whether the deadline has changed. Another district says it received different guidance.

The director is concerned that the district may miss a deadline, make an incorrect purchasing decision, or communicate inaccurate information to teachers and administrators.

The director contacts the Arizona Department of Education's Career and Technical Education Unit (ADE CTE) and asks:

- Where can I find the current official guidance?
- Which office is responsible for answering each question?
- What has changed, and when did the change take effect?
- Can someone review our situation before we make a mistake?
- How do we get a clear answer when a question involves CTE, grants management, finance, or another state office?

How ADE CTE Provides Meaningful Support

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?

How ADE CTE can help:

Notes:

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?

Notes:

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?

Notes:

How Can ADE CTE Help?

Purpose: Explore how the Arizona Department of Education (ADE) Career and Technical Education (CTE) Unit can support a local CTE director facing a complex challenge involving student access to CTE programs, enrollment patterns, scheduling, special populations, teacher capacity, and equitable opportunities to participate in career-connected learning.

Key principle: ADE CTE provides guidance, resources, training, connections, and technical assistance. The district uses that support to investigate local concerns, make decisions, implement solutions, and evaluate results.

Scenario 2: When Student Access, Program Enrollment, and Equity Become a Districtwide Challenge

A scenario for CTE directors, school and district leaders, and ADE CTE support staff

The Challenge

A growing Arizona school district offers programs in information technology, cybersecurity, engineering, health care, construction, and advanced manufacturing. The district promotes CTE as an opportunity for students to earn industry credentials, participate in work-based learning, and prepare for postsecondary education and employment.

During annual planning, however, the CTE director notices that enrollment in several high-demand programs does not reflect the district's overall student population. Some programs have waiting lists, while others have unused seats. Students at one high school have access to multiple advanced programs, but students at another campus have fewer options because of scheduling, transportation, and staffing limitations.

The director also learns that:

- Some students with disabilities are not enrolling in certain CTE programs because families and school staff are uncertain about available accommodations and program expectations.
- English learners and students who are the first in their families to consider college or technical careers may have limited awareness of CTE pathways and credentials.
- Counselors at different schools provide inconsistent information about prerequisites, dual enrollment, CTSOs, and career opportunities.
- Employers report that they need more entry-level talent in several technical fields, yet some CTE programs are unable to fill all available seats.

The superintendent asks the CTE director to explain why students are not accessing programs consistently and what the district should do before the next course-registration cycle.

The director realizes that simply increasing recruitment will not solve the problem. The district needs to understand whether the barriers stem from awareness, scheduling, program capacity, transportation, counseling, accessibility, or other local factors.

The director also needs to know which questions ADE CTE can help answer, what resources already exist, and how to coordinate with other district departments and state partners.

The Director Contacts ADE CTE

The director contacts ADE CTE and explains that the district wants to improve student access but is unsure how to interpret its enrollment data, identify the underlying barriers, or determine which resources can help.

The director asks several questions:

- Are there state resources or guidance to help us review access to CTE programs?
- How should we distinguish a local scheduling problem from a program capacity issue?
- What guidance is available regarding access for students with disabilities and other special populations?
- How can we help counselors communicate CTE opportunities consistently?
- What resources can help teachers and CTSO advisors engage a broader range of students?
- Which questions should be directed to other ADE offices or agencies?

How ADE CTE Provides Meaningful Support

Challenge 1: The district has enrollment data but does not know what it means.

The director can access course enrollment, program participation, credential attainment, and other district information. However, the information is maintained in different systems, uses different reporting periods, and is not routinely reviewed together. The director cannot confidently determine whether low enrollment reflects a lack of student interest, limited course availability, scheduling conflicts, or another barrier.

HOW CAN ADE HELP?

Notes:

Challenge 2: Students and families are uncertain about access to CTE programs.

Counselors and families have questions about whether students with disabilities can participate in particular programs, what accommodations may be appropriate, and how students can meet program expectations. Some students are discouraged from exploring a pathway before their individual needs and available supports have been fully considered.

HOW CAN ADE HELP?

Notes:

Challenge 3: Counselors advisors are not communicating a consistent message about CTE.

Some counselors describe CTE primarily as job preparation for students who do not plan to attend college. Others are 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?

Notes:

How Can ADE CTE Help?

Purpose: Explore how the Arizona Department of Education (ADE) Career and Technical Education (CTE) Unit can provide meaningful, coordinated support when a local CTE director faces a complex program challenge involving instruction, technical standards, teacher capacity, student opportunities, CTSO participation, industry expectations, and compliance.

Key principle: ADE CTE does not solve the district's problem for it. ADE helps the district understand the problem, navigate requirements, identify resources, connect with the right partners, and develop a workable local response.

Scenario 3: Building a Sustainable CTE Program

A scenario for CTE directors, school and district leaders, and ADE CTE support staff

The Challenge

A medium-sized Arizona school district offers an advanced manufacturing Career and Technical Education (CTE) Program of Study. The program has historically prepared students for entry-level manufacturing positions and provided opportunities to earn industry-recognized credentials.

Recently, the district has experienced several challenges:

- The experienced CTE teacher who developed the program has announced plans to retire.
- Local employers are adopting new technologies, including automated production systems, robotics, and advanced quality-control processes.
- The district's replacement teacher has strong technical experience but limited knowledge of Arizona CTE requirements, Program of Study expectations, and instructional planning.
- Employers report that graduates need stronger troubleshooting, measurement, communication, and problem-solving skills.
- Student participation in the related Career and Technical Student Organization (CTSO) has declined, and the new teacher is unsure how to connect CTSO activities to classroom learning.
- The CTE director is concerned that the program may not remain aligned with current standards, credentials, student opportunities, and employer needs.

The Director Contacts ADE CTE

The district asks the Arizona Department of Education's Career and Technical Education Unit (ADE CTE) to help determine what needs to change and how to support the new teacher.

ADE CTE provides guidance, resources, professional learning, technical assistance, and connections. The district remains responsible for program implementation, staffing, instruction, local decisions, and evaluating student performance.

How ADE CTE Provides Meaningful Support

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?

Notes:

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?

Notes:

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?

Notes:

2027 CTE Technical Skills Assessment Teacher Institutes
— Announcement and Application Process —

Dear Director, the annual **CTE Technical Skills Assessment Teacher Institutes** bring teacher committees together to review, 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 payment of $250, 8 hours of Professional Development Credit, with lunch on their own. Meeting dates, programs, locations, and application deadlines are listed below. The application links for the TSA Institutes will be emailed to directors and teachers on 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, April 3 at Chandler-ASU Innovation Center	Application/Notification
Agriscience	**Application available:** February 12, 2027 **Application deadline:** March 5, 2027 **Notification of acceptance:** March 12, 2027
Aircraft Mechanics	
Business Operations	
Emergency Medical Services	
Medium/Heavy Vehicle and Truck Technologies (Diesel Engine Repair)	

Saturday, April 24 at Chandler-ASU Innovation Center	Saturday, May 1 at Chandler-ASU Innovation Center	Application/Notification
Air Transportation	Accounting	**Application available:** March 5, 2027 **Application deadline:** March 26, 2027 **Notification of acceptance:** April 2, 2027
Automotive Collision Repair	Heavy Equipment Operations	
Engineering	Law & Public Safety	
Finance	Technology Devices Maintenance	
Hospitality Management		

Saturday, May 15 at Chandler-ASU Innovation Center	Application/Notification
Automation and Robotics	**Application available:** April 2, 2027 **Application deadline:** April 23, 2027 **Notification of acceptance:** April 30, 2027
Bioscience	
Construction Technologies	
Fashion Design and Operations	
Music and Audio Production	

Wednesday, June 2 at Chandler-ASU Innovation Center	Thursday, June 3 at Chandler-ASU Innovation Center
Architectural Drafting	Carpentry
Business Management	Medical Assisting Services
Digital Animation	Veterinary Assisting
Digital Communication	Welding Technologies

Note: The dates, locations, and program assignments are subject to change.

What we need from you:

--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.

Recommendation-Application-Notification Process

for the 2027 CTE Technical Skills Assessment Teacher Institutes (TSAs)

CTE Directors

- Recommend teachers to receive TSA application
- Support teachers' mileage and perdiem 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 Teacher 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 payment of $250 and earn 8 hours of Professional Development Credit. Lunch is on your own.

Please note below that each date features several programs. 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.

Note: Dates, locations, and program assignments are subject to change.

TSA Institute Saturday, April 3, 2027 - Chandler-ASU Innovation Center

- Agriscience
- Aircraft Mechanics
- Business Operations
- Emergency Medical Services
- Medium/Heavy Vehicle and Truck Technologies

Open February 12

TSA Institute Saturday, April 24, 2027 - Chandler-ASU Innovation Center

- Air Transportation
- Automotive Collision Repair
- Engineering
- Finance
- Hospitality Management

Open March 05

TSA Institute Saturday May 1, 2027 - Chandler-ASU Innovation Center

- Accounting
- Heavy Equipment Operations
- Law and Public Safety
- Technology Devices Maintenance

Open March 05

TSA Institute Saturday, May 15, 2027- Chandler-ASU Innovation Center

- Automation and Robotics
- Bioscience
- Construction Technologies
- Fashion Design and Operations
- Music and Audio Production

Open April 02

TSA Institute Wednesday, June 2, 2027 - Chandler-ASU Innovation Center

- Architectural Drafting
- Business Management
- Digital Animation
- Digital Communication

Open April 02

TSA Institute Thursday, June 3, 2027- Chandler-ASU Innovation Center

- Carpentry
- Medical Assisting Services
- Veterinary Assisting
- Welding Technologies

Open April 02

Questions? Please reach out to the CTE TSA team at CTETSAInbox@azed.gov.

Arizona Department of Education, Career and Technical Education, November 2027

2027 CTE Technical Standards Review and 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 the content of nationally recognized standards and industry certifications.

CTE 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 business-industry advisory committees.

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.

A business-industry **Standards Validation Committee** reviews and updates the technical standards, a teacher committee reviews the draft standards for clarity and understanding, and a finalized set of the updated standards is presented to the Arizona CTE Quality Commission for their approval.

To prepare for standards validation, staff research labor market demands, entry-level job responsibilities, requirements for education and training, and state and nationally recognized industry certification and licensures for the occupational area.

Once research is completed, business-industry representatives are identified and invited to participate in one or more virtual Standards Validation Meetings.

Standards Validation Committees to Meet for these Programs
Accounting
Agriscience
Air Transportation
Automotive Collision Repair
Bioscience
Digital Animation
Digital Communication
Law and Public Safety
Medical Assisting
Music and Audio Production
Veterinary Assisting

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.

This work is in accordance with the Ariz. Rev. Stat. § 15-391 (4). The Program Standards and the Technical Skills Assessments are approved by the Arizona Career and Technical Education Quality Commission as established by Arizona HB 2700.A.

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:

Accounting
Agriscience
Air Transportation
Automotive Collision Repair
Bioscience
Digital Animation
Digital Communications
Law and Public Safety
Medical Assisting Services
Music and Audio Production
Veterinary Assisting

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:**

2026-2027 CTE Programs with Technical Skills Assessments (TSAs)

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

CIP	PROGRAM	CIP	PROGRAM
52.0301.00	Accounting	50.0407.00	Fashion Design and Operations
01.0000.00	AgriScience	50.0602.00	Film and TV Production
47.0608.00	Aircraft Mechanics	52.0801.00	Finance
36.0202.00	Air Transportation	43.0202.00	Fire Service
15.1303.00	Architectural Drafting	50.0409.00	Graphic Design
14.4201.00	Automation and Robotics	47.0201.00	Heating, Ventilation, and Air Conditioning
47.0603.00	Automotive Collision Repair	49.0202.00	Heavy Equipment Operations
47.0604.00	Automotive Technologies	51.2602.00	Home Health Aide
41.0100.00	Bioscience	52.0900.00	Hospitality Management
52.0201.00	Business Management	50.0408.00	Interior Design
52.0408.00	Business Operations	51.0802.00	Laboratory Assisting
48.0703.00	Cabinetmaking	43.0100.00	Law and Public Safety
46.0201.00	Carpentry	52.1801.00	Marketing
46.0415.00	Construction Technologies	15.1306.00	Mechanical Drafting
12.0400.00	Cosmetology and Related Services	51.0801.00	Medical Assisting Services
12.0500.00	Culinary Arts	51.1502.00	Mental and Social Health Technician
51.0600.00	Dental Assisting	15.0307.00	Music and Audio Production
47.0613.00	Diesel Engine Repair	11.1999.00	Network Security
10.0304.00	Digital Animation	51.3902.00	Nursing Services
09.0702.00	Digital Communication	51.0805.00	Pharmacy Support Services
50.0605.00	Digital Photography	48.0510.00	Precision Machining
10.0200.00	Digital Printing	11.0202.00	Software and App Design
13.1210.00	Early Childhood Education	51.0913.00	Sports Medicine and Rehabilitation
13.1200.00	Education Professions	50.0599.00	Stagecraft
46.0301.00	Electrical and Power Transmission Installation	15.1202.00	Technology Devices Maintenance
14.1001.00	Electronic Technologies	51.3501.00	Therapeutic Massage
51.0904.00	Emergency Medical Services	01.8301.00	Veterinary Assisting
15.0000.00	Engineering	48.0508.00	Welding Technologies

2026-2027 Schedule for Technical Skills Assessments

FALL 2026	
October 5 – December 3	Registration for Fall Assessments
October 5 – December 4 at Noon	Fall Testing Period
December 7 – December 11	Congratulatory Letters, Certificates, Transcripts Sent to Districts
SPRING 2027	
February 22 – April 29	Registration for Spring Assessments
February 22 – April 30 at Noon	Spring Testing Period
May 3 – May 7	Congratulatory Letters, Certificates, Transcripts Sent to Districts

The CTE Technical Skills Assessment work is conducted by the Arizona Department of Education, Career and Technical Education Unit, in accordance with the Ariz. Rev. Stat. § 15-391(4)(b). For inquiries, please contact us at 602-542-5452 or CTEAssessmentHelp@azed.gov.

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

ARIZONA DEPARTMENT OF EDUCATION

Strengthening Career and Technical Education for the 21st Century (Perkins V)

Actual State Levels of Performance – FY 2026

Performance Measure	Numerator Value	Denominator Value	Actual State Level of Performance	Reporting Year SDLP	Met SDLP	Met 90% of SDLP
Secondary						
1S1 Graduation Rate	33304	34304	97.10%	96.29%	Yes	Yes
2S1 Academic Proficiency - Reading	14660	32939	44.50%	43.54%	Yes	Yes
2S2 Academic Proficiency - Math	11505	32939	34.90%	37.50%	No	Yes
2S3 Academic Proficiency - Science	7066	32724	21.60%	23.16%	No	Yes
3S1 Placement	22997	31669	72.60%	72.19%	Yes	Yes
4S1 Nontraditional	12805	45407	28.20%	30.29%	No	Yes
5S1 Credentials	20146	22891	88.00%	85.05%	Yes	Yes
5S4 Technical Skills Assessment	25651	30501	84.10%	78.61%	Yes	Yes
Post-Secondary						
1P1 Placement	N/A	N/A	N/A	N/A	N/A	N/A
2P1 Credentials	N/A	N/A	N/A	N/A	N/A	N/A
3P1 Nontraditional	N/A	N/A	N/A	N/A	N/A	N/A

SDLP – State Determined Level of Performance (Performance Target)

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

FY 2026 Performance Measure Definitions

1S1 Graduation Rate is the number of CTE concentrators in the 2026 cohort that graduated in FY 2026 divided by the number of CTE concentrators in the 2026 cohort.

2S1 Reading Proficiency, **2S2 Math Proficiency**, and **2S3 Science Proficiency** are the number of CTE concentrators that left secondary education in FY 2026 and, during high school, passed a state reading, math, or science assessment divided by the number of CTE concentrators that left secondary education in FY 2026 and, during high school, attempted a state reading, math, or science assessment.

3S1 Placement is the number of CTE concentrators that left secondary education in FY 2025 and were reported to have some form of post high school placement (postsecondary education, advanced training, military service, national service, or employment) divided by the number of CTE concentrators that left secondary education in FY 2025.

4S1 Nontraditional is the number of nontraditional CTE concentrators enrolled in programs with nontraditional gender designations in FY 2026 divided by the number of CTE concentrators enrolled in programs with nontraditional gender designations in FY 2026.

5S1 Industry Credentials is the number of CTE concentrators that graduated high school in FY 2026 and earned a recognized industry credential during high school divided by the number of CTE concentrators that graduated high school in FY 2026 and attempted to earn a recognized industry credential during high school.

5S4 Technical Skills Assessment is the number of CTE concentrators that graduated high school in FY 2026 and passed a CTE technical skills assessment during high school divided by the number of CTE concentrators that graduated high school in FY 2026 and attempted a CTE technical skills assessment during high school.

1P1 Placement is the number of postsecondary CTE concentrators who completed their program in FY 2025 and were reported to have some form of post-program placement (continuing postsecondary education, advanced training, military service, national service, or employment) divided by the number of postsecondary CTE concentrators who completed the program in FY 2025.

2P1 Credential, Certificate, or Degree is the number of postsecondary CTE concentrators who earned a recognized credential, certificate or degree during program participation or within one year of program completion divided by the number of postsecondary CTE concentrators who completed their program in FY 2026.

3P1 Nontraditional Enrollment is the number of postsecondary, nontraditional CTE concentrators enrolled in programs with a nontraditional gender designation in FY 2026 divided by the number of postsecondary CTE concentrators enrolled in programs with a nontraditional gender designation in FY 2026.

ARIZONA DEPARTMENT OF EDUCATION

FY 2027 CTE DATA PORTAL DATES & DEADLINES (SECONDARY)

CAREER & TECHNICAL EDUCATION
DATA & ACCOUNTABILITY

Date	Description
October 15th, 2026	**CTE Data Portal opens for FY 2027:** • FY 2027 Contacts, Coherent Sequence, Fall Enrollment, FY 2026 Placement Survey, FY 2027 Credentials, FY 2027 Exemption Requests Fall term "data snapshot date" – report students enrolled on this date in your Fall term enrollment *(not necessarily in attendance on this day).* **Performance improvement plans due in GME for missed FY 2026 performance measures**
January 15th, 2027	**Fall term enrollment due**
February 15th, 2027	Spring term "data snapshot date" – report student enrolled on this date in your Spring term enrollment *(not necessarily in attendance on this day).*
June 15th, 2027	**Spring term enrollment due** Shortly after, the CTE Data Portal Enrollment and Placement Survey will close temporarily for preliminary funding and performance calculations.
June 30th, 2027	FY 2026 Credentials closes in the CTE Data Portal. FY 2027 Credentials may be reported until June 30, 2027.
July 2027	Preliminary Priority Funding and Performance Measure data is published. Enrollment and Placement Survey re-open for corrections.
August 15th, 2027	**All finalized FY 2027 data is due in the CTE Data Portal:** • FY 2027 Coherent Sequence closes • FY 2027 Fall and Spring Enrollment closes • FY 2026 Placement Survey closes • FY 2027 Credentials earned to this point • FY 2027 Exemption Requests closes (CTE State Priority grant recipients only)
September 2027	Final funding (CTE State Priority grant) and Perkins Performance Measures are calculated and published in the CTE Data Portal. Grant allocations will be loaded into GME by the end of October (dependent on GME scheduling).
June 30th, 2027	FY 2027 Credentials closes in the CTE Data Portal.

Dates/Deadlines apply to all secondary level participating LEAs, including Districts, Charters, and CTEDs. Dates are subject to change – any changes will be communicated via email and on the CTE Data Portal homepage.

Arizona CTSO Updates

Red Zone Leadership Conference - VIP One-Day Pass

You are invited to Red Zone Leadership! We would love to welcome you as our special “VIP” guest. Please scan the QR code to register for a complimentary one-day pass and experience firsthand the energy, growth, and impact of student leadership in action.

Judging Opportunities - Regionals and Districts

Help Inspire the Next Generation of Leaders! We are seeking volunteer judges for upcoming District and Regional CTSO Conferences this winter and spring. Serving as a judge is a rewarding opportunity to support students as they showcase their skills, knowledge, and professionalism in competitive events.
Interested in judging? Sign up below:

DECA -https://azed.jotform.com/261547868520162
FBLA - https://azed.jotform.com/form/2027_Regional_Judge_Interest_Form
HOSA - Coming Soon, Email Sandra.Olingy@azed.gov

New Advisor Training

New to CTSOs? We've Got You Covered! This year, we've already welcomed and supported over 100 new CTSO advisors through our New Advisor Training program! If you have new advisors in your district or school, encourage them to attend an upcoming training session to learn the essentials, connect with other advisors, and start the year with confidence.

Register today by scanning the QR code or visiting:
https://azed.jotform.com/241056660623856

Call for Presentations for our Fall Leadership Conferences

December 1st – HOSA
Registration Link - https://azed.jotform.com/262095038226153
December 2nd – FBLA
Registration Link - https://azed.jotform.com/form/FLEX_Conference_Presenter_Interest
December 3rd – FCCLA
Registration Link -
https://www.cognitoforms.com/ArizonaFCCLA/_2026FLCWorkshopPresenterInterestForm

ARIZONA DEPARTMENT OF EDUCATION

School Counselor Updates

623-542-5353
Emily.Brown@azed.gov
https://www.azed.gov/cte/counselors

▸ District/Lead Counselor Day at GCU Wednesday, November 18 at 11:00 AM

- For this quarter's meeting, those that oversee counselors either at the district or school level are invited to join us at Grand Canyon University for a tour of Canyon Ventures, learn about Career and Technical Education opportunities, and hear about their Workforce Development partnerships.
- Lunch will be provided while we have our quarterly meeting with ADE updates.
- RSVP is required. If you have not already received the information, please email me to get access to the RSVP link.

ECAP Resources Padlet

▶ Career Development Month Webinar Tuesday, November 10 at 2:00 PM

- Join Emily Brown and special guest Larissa Hoffman from Edge Factor for a webinar celebrating November's Career Development Month!
- Discover a free Career Development Month Toolkit, available throughout November, designed to help educators introduce students to careers in manufacturing, construction, agriculture and natural resources, information technology, and healthcare.
- Each industry features an overview video, two career profiles, and a soft skills video, with many stories featuring real people working in Arizona.

School Counselor Resources Padlet

▸ Mark Your Calendars! Transition Tuesdays are back!

- Tuesday, November 17, 2026, | 2:30-4:00 PM
- Partnerships to Know: Collaborating for Student Success in Your Community
- Description: The focus of this presentation is on coordinated services, interagency partnerships, employment and postsecondary outcomes, person-centered transition planning, and the roles each agency plays in helping students achieve successful adult lives. The presentation emphasizes cross-system collaboration to improve transition services and outcomes for youth with disabilities.