# 11 - Perkins Comprehensive Local Needs Assessment

The following section of the manual is taken from the Oregon CTE State Plan with minor modifications:

A major component of Oregon’s CTE State Plan and Perkins V is the use of a CTE needs assessment to drive strategic planning and resource allocation. Recognizing the value of a regional approach, Oregon has two levels of needs assessment. The regional CTE Needs assessment will be used to guide the work of the Perkins Reserve grants, and the local CTE needs assessment will guide the work of the Perkins Basic Grant and local use of state CTE funding. To build better efficiency and alignment with workforce needs and workforce development, the labor market analysis for all needs assessment will be completed at the regional level. Both the needs assessment and the grant applications will be housed in an online grant management tool. Following are the guides to help local recipients complete the needs assessment requirements.

## 11.1 Guide to the Regional CTE Needs Assessment: Merging Needs Assessment Findings and Setting Priorities

Likely there are considerably more issues and actions than can be addressed at this time; however, it is important to narrow the list of needs to a key set of actions that will have the greatest impact on

* closing performance gaps for special population groups;
* improving CTE Program size, scope, and quality and ensuring labor market alignment;
* improving program quality, alignment of programs, and smoothing the path from secondary to postsecondary to career;
* making sure you have the best and most diverse educators; and
* removing barriers that reduce access and success.

In prioritizing areas of focus, go back to the notes from your discussions and consider more broad questions from each part, such as:

* Are programs adequately addressing current and emerging employer needs? Will programs allow students to earn a living wage when they become employed?
* Are secondary, postsecondary, and support systems aligned to ensure that students can move through the pathway without barriers or replication? Are the credentials awarded to students of economic value to students and employers?
* What support is needed to recruit and retain effective teachers and instructors?
* Which programs are strong and need to be supported? Which programs are struggling and need to be re-evaluated and possibly combined with other programs to create an even better option, or be reshaped to be of adequate size, scope, and quality and better align with industry needs? Do specific components of program quality present challenges across career areas?
* Are there diversity gaps in business and industry that could be addressed by focused attention in CTE? Are there regional approaches to improving recruitment into these careers?

### Labor Market and System Alignment

The law requires eligible recipients to evaluate the alignment between programs offered and local, regional, tribal, and state labor market needs—now and in the future. See Perkins V Section 134 (c)(2)(B) (ii).

#### Materials to Review

* Regionally and locally defined lists and projected growth of in-demand industry sectors and/or occupations
* State, [regional](https://www.oregon.gov/workforceboard/workforcesystem/Pages/Local%20Workforce%20Development%20Boards.aspx), and local [labor market information](https://www.qualityinfo.org/)
* Current list of CTE Programs at both the secondary and postsecondary levels in the region, including enrollment data
* Input from business, labor, and industry representatives, with reference to opportunities for special populations
* Job postings or local tribal employment needs

#### Questions to Ask

1. Which industries meet the state-determined definition of “in-demand” and/or “high-wage” and are projected to grow the most in your local region in the short, medium, and long terms?
2. How well do your CTE Program enrollments match projected job openings in the state, region, or local area? 1 2 3 4 (1-not very well to 4-great match)

Where are the biggest gaps, particularly in in-demand or high-wage jobs?

1. Are there information and job opportunities in your region that are not captured by the data? Y/N

If yes, how will you use this less visible information in your plan?

1. How comprehensive are your CTE offerings? Are they exposing learners to all the in-demand options in your region? 1 2 3 4 (1-not very broad to 4-comprehensive)

If there are gaps in the CTE offerings, what are they?

1. To what degree do your CTE Program offerings expose learners to the emerging high-wage and in-demand industry sectors or occupations in your region? 1 2 3 4 (1-not at all to 4-we are on top of emerging job trends)
2. Are there emerging careers that need focus and support to build? Y/N

If yes, describe the needs in the area of emerging industries.

1. What industry-identified skills could be incorporated more strongly into your programs?

#### Other Deep Dive Questions

* How are you being intentional about educating and providing supports for learners with disabilities, English learners, and other special populations in high-skill, high-wage, in-demand programs and Programs of Study?
* Are labor market needs being addressed by other programs and service providers in your region?
* How are you incorporating work-based learning opportunities in your region?
* What skills do industry partners need that could be incorporated into your programs?
* Where are completers of your program finding success in the labor market?
* Are there industries in which placement rates are low? If so, why?
* How are you preparing students for the potential workplace of the future, using new trends and innovations?

#### Summary and Priorities

* Highlight the regional strengths
* What are the top program needs identified above?
* What are the priorities identified for the region based on needs and gaps?

#### Oregon Equity Lens

* Do the decisions and priorities being made ignore or worsen existing disparities or produce other unintended consequences?
* What racial/ethnic and underserved groups are affected?

### Recruitment, Retention, and Training of CTE Educators (Regional)

The law requires eligible recipients to assess and develop plans to improve the quality of their faculty and staff through recruitment, retention, and professional development, with particular attention paid to diversity in the profession. See Perkins V Section 134 (c)(2)(D).

#### Materials to Review

* Regional CTE priorities from labor market analysis
* Data on faculty, staff, administrator, and counselor preparation, credentials, and demographics
* Description of professional development, mentoring, and externship opportunities, and data on participation
* Findings from surveys/focus groups of educators’ needs and preferences
* Current list of CTE Programs in the region and data on retention and teacher shortage areas

#### Questions to Ask

1. How likely are you to have the faculty and staff (including instructors, support staff, guidance and advisement professionals, and other key staff) needed to offer High Quality Programs of Study based on future CTE Program growth? 1 2 3 4 (1-not very likely to 4-you are confident you do or will have all the staffing needed)
2. In what career areas do you need to develop or recruit more instructors due to impending retirements, growing student interest, or emerging priority employment areas?
3. Does the makeup of CTE educators and program staff reflect the demographics of your community? Do you have staff from underrepresented groups in the programs based on gender, race, ethnicity, disability, English learner status, or other demographics/identities, or their intersections? 1 2 3 4 5 (1-not very representative to 5-we have a diverse staff that represents the demographics of our learners)
4. List your largest gaps.
5. What processes are in place to recruit and retain new instructors and staff, particularly from diverse backgrounds? How appropriate and efficient are these processes, particularly for candidates coming from industry? 1 2 3 4 (1-not very appropriate to 4-is extremely appropriate)

#### Summary and Priorities

* Strengths of teaching/faculty recruitment and training in region
* List top three teacher/faculty gaps in terms of training
* List top priority recruitment needs

#### Oregon Equity Lens

* How do you validate your assessment?
* How will you modify or enhance your strategies to ensure that each learner’s and each community’s individual and cultural needs are met?
* What resources are you allocating for training in culturally responsive instruction?

### Equity and Participation

The law requires eligible recipients to evaluate their process in providing CTE Programs that lead to strong positive outcomes for learners, and in providing CTE in ways that maximize success for special populations. See Perkins V Section 134 (c)(2)(E).

SPECIAL POPULATIONS in Perkins V

* Individuals with disabilities
* Individuals from economically disadvantaged families, including low-income youth and adults
* Individuals preparing for nontraditional fields
* Single parents, including single pregnant women
* Out-of-workforce individuals
* English learners
* Homeless individuals described in Section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
* Youth who are in or have aged out of the foster care system
* Youth with a parent who is a member of the armed forces and is on active duty

#### Materials to Review

* Data on participation, performance, and employment for special populations
* List of service providers who support special populations with accommodations, modifications, and supportive services in the region
* Recruitment activities for special populations
* Procedures/opportunities for work-based learning for special populations
* Findings from surveys/focus groups with students, parents, and community representatives of special populations

#### Questions to Ask

1. Which population groups are underrepresented in CTE and employment at the Career Cluster and program levels? Which are overrepresented?
2. How effective have you been in recruiting diverse populations of learners into your programs? 1 2 3 4 (1-not effective to 4-extremely effective)

Which efforts at recruitment have been most effective?

Have the efforts included culturally responsive teaching or equity training? Y/N

1. Are there additional enrollment discrepancies related to high-wage, high-skill, and in-demand occupations?
2. What barriers currently exist that prevent certain populations of learners from accessing your programs?
3. How effective are your current differentiated accommodations, modifications, and supportive services to ensure the success of special population groups? 1 2 3 4 (1-not very effective to 4-very effective)

What accommodations, modifications, and supportive services would help ensure access and equity for all students within your programs? How do you know?

1. How well do you involve students in improving equitable practices in CTE Programs? 1 2 3 4 (1-students are not involved to 4-students are very involved)

#### Summary and Priorities

* Strengths of equity and participation in region
* List of top gaps in terms of equity
* List of top priority equity needs

## 11.2 Guide to the Local CTE Needs Assessment and Stakeholder Engagement

Oregon’s CTE State Plan and Perkins V require a tight link between use of funds and local needs based on both data and stakeholder input. Both High School Success and CTE grant funds in Oregon require a process to identify priorities and needs in partnership with a range of stakeholders. Oregon is evaluating needs at the state, regional, and local levels. This guide will help focus the local conversations, which will occur in consortia, at schools and or school districts, and at community colleges.

### Goals of the Needs Assessment

Regularly engage in conversation with stakeholders around quality, impact, alignment, and equity of CTE Programs and integration of systems.

* Set strategic goals and priorities to ensure equity, systematic improvement processes, and innovation.
* Support CTE Programs and opportunities that ensure participation and success for Oregonians and lead to high-wage, high-skill, and in-demand occupations.
* Ensure that CTE Programs of Study are aligned to and validated by local, regional, and statewide workforce needs and economic priorities.
* Coordinate and align the work of K-12, higher education, workforce and economic development, and community groups serving special populations.
* Align local and regional priorities.

### Stakeholders

The local needs assessment/CTE environmental scan will be the basis for all CTE grant applications, particularly Perkins. Your region will also be going through a needs assessment to determine regional priorities for the minimum labor market alignment. The local needs assessment will need to incorporate regional priorities and the assessment of the remaining requirements; program size, scope, and quality; student performance; access and equity; implementation of CTE Programs; career exploration; and educator recruitment and training. If you are an entity receiving High School Success funds for CTE, you will need to complete the local CTE needs assessment as part of your High School Success plan. High School Success recipients will be going through the CTE needs assessment individually and updating their CTE plans. If you are a consortium that includes all Perkins eligible recipients in your region, you will submit one needs assessment to serve as both your regional and your local needs assessment. It will be the basis for your Perkins Basic Grant application. If you are a community college direct recipient of a Perkins Basic Grant, you will complete the local needs assessment and participate in your regional needs assessment discussion.

#### Required Stakeholders

* CTE teachers from secondary school programs, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff, such as middle school administrators and teachers
* CTE faculty, advisors, and administrators from postsecondary institutions
* State or local workforce development board representatives (This requirement can be met from the regional CTE needs assessment.)
* Representatives from Indian tribes or tribal organizations (Districts with an enrollment of 50% or greater and/or a Title VI Indian Education grant of more than $40,000 are required to consult with tribal nations. Tribal consultation is a separate process from stakeholder engagement.)
* Representatives from a range of local businesses and industries, particularly those representing labor market needs
* Students and parents (using multiple avenues such as existing meetings, surveys, focus groups)
* Representatives of special populations
* Representatives from agencies serving at-risk, homeless, and out-of-school youth; foster youth; STEM Hubs; and Regional Educator Networks

#### Engaging Stakeholders

Start with individuals and organizations that your programs already work with through industry advisory boards, sector partnerships, community groups, parent-teacher associations, and other structures. After identifying those already engaged in your programs, you may need to reach out to new partners to fill gaps in expertise and ensure appropriate breadth and depth of representation among those affected by CTE. This is an excellent opportunity to diversify your partnerships and build a stronger career pathways system among education, workforce, and community leaders through sustained relationships.

#### Principles to Guide Stakeholder Engagement

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| --- | --- | --- | --- | --- |
| Inclusive | Accessible | Ongoing | Well-Informed | Focused |
| Engage a wide range of people and organizations, with a commitment to engaging historically excluded voices. | Make it easy for people to participate, to understand what is happening, and to be heard. | Seeing stakeholder engagement as a continuous process involving ongoing dialogue—not as a one-time, static event. | Ensure that information shared is clear, accurate, and timely. Put feedback loops in place. | Use opportunities to engage as a stepping-stone toward building long-term partnerships that can help education systems improve and sustain success. |

Engaging new and diverse stakeholders in the conversations around CTE is an important step to produce quality future-focused CTE Programs that are beneficial to the entire community. But not all audiences have felt included and heard in the planning process. The above principles on stakeholder engagement will help make the process more successful.

### Local CTE Needs Assessment Process

1. Identify a leadership team to plan, coordinate, and run the needs assessment engagement process.
2. Gather your materials, data, and questions.
3. Bring together your stakeholders to review the materials, discuss strengths and opportunities, and gather evidence to respond to the guiding questions. Keep in mind that your institution or consortium may have questions not in this guide that are critical to your local needs. This does not all have to occur at one meeting. You may engage different groups at different times. Some feedback can be gathered by surveys and focus groups. The expectation is that we will improve as we practice broader stakeholder engagement. Successful practices will be shared to improve outreach and communication each year. The important part is to communicate, involve all stakeholders, and keep the communication channels open as the needs assessment, application, and implementation of the CTE plan occur.
4. Summarize your results and set priorities that address your needs. These priorities will be the basis for your application for funds.
5. Review your priorities through an equity lens. It is important to think about who might not have had a voice or say in the process, such as out-of-school youth, English learners, communities of color, adult basic skills learners, people with disabilities, and chambers of commerce. After each section there will be questions to help think about how decisions affect currently and historically marginalized communities.
6. Communicate the results broadly across your community.

### Oregon Equity Lens

* How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation?
* How do you validate your assessment?

### Secondary Recipients

You have gone through the High School Success Self-Assessment and are currently undertaking the Continuous Improvement Process using the [Oregon Integrated System](https://www.oregonednet.org/groups/2018-teaching-learning-and-assessment-summer-institute/posts/what-oregon-integrated-systems) (ORIS) framework. The CTE Needs Assessment is a complement to this work. It identifies programmatic and systems issues at a finer grain than the ORIS framework. It should be used in conjunction with the ORIS. The CTE needs assessment will fulfill a portion of the High School Success needs assessment moving forward. You may have received stakeholder input during the fall Student Success Act engagement and needs assessment process. This information can inform your work and be integrated into ongoing engagement and communication. If you spend High School Success funds on CTE, you will be required to complete this local CTE needs assessment.

### Postsecondary Recipients

If you have completed another self-assessment/needs assessment in the previous 11 months, you can use that as a basis for your conversation, but you must ensure input from all required stakeholders. However, much of the work may already be done. Some examples of other assessments include the Alliance for Quality Career Pathway Local/Regional Partnership Self-Assessment, the guided pathways adoption template, or your Performance Measures Certification for WorkSource Oregon. Please make sure that you have involved the required stakeholders in a discussion and answered the questions necessary for creating a snapshot of your local CTE needs.

### Merging Needs Assessment Findings and Setting Priorities

Likely there are considerably more issues and actions than can be addressed at this time; however, it is important to narrow the list of needs to a key set of actions that will have the greatest impact on

* closing performance gaps for special population groups;
* improving program size, scope, and quality;
* ensuring labor market alignment;
* improving program quality;
* making sure you have the best and most diverse educators; and
* removing barriers that reduce access and success.

In prioritizing areas of focus, go back to the notes from your discussions and consider more broad questions from each part, such as:

* Which performance areas are presenting the most difficulty? For what student groups? What can be done to address those needs?
* Which programs are strong and need to be supported to keep up momentum? Which programs are struggling and need to be discontinued or reshaped to be of adequate size, scope, and quality? Are there specific components of program quality that present challenges across career areas?
* Are programs adequately addressing current and emerging employer needs? Will programs allow students to earn a living wage when they become employed?
* Are secondary, postsecondary, and support systems aligned to ensure that students can move through the pathway without barriers or replication? How are you supporting multiple on-ramps and off-ramps for learners? Are credentials awarded to students of economic value to students and employers?
* How can you get educators and professionals from industry to join your staff? What support is needed to retain effective teachers and instructors?
* Which populations are struggling the most? Are there activities to undertake that would remove barriers right away? What are long-term solutions that will ensure all student populations are successful?

## 11.3 CTE Student Performance

The law requires eligible recipients to evaluate their learners’ performance on federal accountability measures in the aggregate and disaggregated by race, gender, and special population group. See Perkins V Section 134 (c)(2)(A).

### Materials to Review

Perkins performance data for the past several years, aggregated and disaggregated by CTE Program and student group:

* Perkins Stoplight data
* Participation, concentration, and, where available, completion rates disaggregated by special populations, race, gender, and program

### Questions to Ask

1. Which federal performance accountability indicator targets are you not meeting at the eligible recipient, Career Cluster, and program levels?
2. Are there gaps in performance and opportunity for special populations in your CTE Programs in comparison to students not identified as special populations at the eligible recipient, Career Cluster, and program levels? Y/N

If so, where are the gaps? Which populations lack opportunities to participate and succeed in CTE? What might be the root causes for the gap?

* Program/Career Area
* Who is not participating or benefiting?
* Potential root cause

1. How well are learners from different genders, races, and ethnicities performing in your CTE Programs at the eligible recipient, Career Cluster, and program levels? 1 2 3 4 5 (1-performing below general population to 5-performing as well or better than all CTE students [no gaps])

Where are the gaps? List programs/career areas:

* Program/Career Cluster
* Who is not benefiting?
* Potential root cause

1. Are there CTE Programs that have small percentages of students persisting to concentrator or completer status? Y/N

If so, which ones and what might be the root causes?

* Program/Career Cluster
* Who is not persisting?
* Potential root cause

1. Are there certain CTE Programs with special populations that are performing above average? Below average?

* Program/Career Cluster
* Performing better than average/below average
* Structures, partnerships, supports that may be contributing to performance

### Thought Questions

How might the structure, partnerships, supports, and teaching in the high performing programs inform your strategic plan? On which federal accountability indicators are learners in your CTE Programs performing better or worse in comparison to non-CTE learners?

* Federal performance indicator
* CTE higher performance/CTE lower performance
* Implication

### Deep Dive Questions

Where do the biggest gaps in performance exist between special population groups of learners for each accountability indicator? Which Career Clusters and programs have the highest outcomes, and which have the lowest?

### Summary and Priorities

* Strengths of CTE student performance at your institution and/or consortium
* List top gaps that exist in student performance by student population and career cluster/CTE Program
* List top priority needs for improving student performance

### Oregon Equity Lens

Will the priority needs identified ignore or worsen existing disparities or produce other unintended consequences? What are the barriers to more equitable outcomes (e.g., mandated, political, emotional, financial, programmatic, or managerial)? How will you modify or enhance your strategies to ensure each learner's and each community's individual and cultural needs are met?

## 11.4 Equity and Participation

The law requires local eligible recipients to evaluate their progress in providing equal access to CTE Programs, particularly CTE Programs that lead to strong positive outcomes for learners, and in providing CTE in ways that maximize success for special populations. See Perkins V Section 134 (c)(2)(E).

SPECIAL POPULATIONS in Perkins V

* Individuals with disabilities
* Individuals from economically disadvantaged families, including low-income youth and adults
* Individuals preparing for nontraditional fields
* Single parents, including single pregnant women
* Out-of-workforce individuals
* English learners
* Homeless individuals described in Section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
* Youth who are in or have aged out of the foster care system
* Youth with a parent who is a member of the armed forces and is on active duty

### Materials to Review

Data must be disaggregated by race and gender.

* Data on participation, performance, and employment for special populations
* Data on participation and performance for each of the special populations listed in Perkins and mobile students (students transferring into your institution)
* List of services and support for special populations
* Admission requirements and registration procedures that may exclude participation
* Recruitment activities for special populations
* Procedures/opportunities for work-based learning for special populations
* Findings from surveys/focus groups with students, parents, and community representatives of special populations

### Questions to Ask

1. Which student population groups are underrepresented in CTE Programs?

* Special Population
  + Individuals from economically disadvantaged families
  + Individuals preparing for nontraditional fields
  + Single parents (including pregnant mothers)
  + Youth who are in, or have aged out of, the foster care system
  + Homeless individuals
  + Out-of-workforce individuals
  + Youth with a parent who is a member of the armed forces and is on active duty
  + Individuals with disabilities
  + English learners
* Race/Ethnicity
  + American Indian/Alaska Native
  + Multi-racial
  + White
  + Asian
  + Native Hawaiian/Pacific Islander
  + African American/Black
  + Hispanic/Latinx
* Gender
  + Male
  + Female
  + Non-binary

1. How effective have you been in recruiting diverse populations of learners into your programs? 1 2 3 4 (1-not effective to 4-extremely effective).

Have the efforts included culturally responsive teaching or equity training? Y/N

Which efforts at recruitment have been most effective?

1. What are the additional enrollment discrepancies related to high-wage, high-skill, and in-demand occupations?
2. What barriers currently exist that prevent certain populations of learners from accessing your programs?
3. How effective are your current differentiated accommodations, modifications, and supportive services at ensuring the success of special population groups? 1 2 3 4 (1-not effective to 4-very effective)

How do you know?

What accommodations, modifications, and supportive services would help ensure access and equity for all students within your programs?

1. How well do you involve students in improving equitable practices in CTE Programs? 1 2 3 4 (1-students are not involved to 4-students provide ongoing input on program equity)

How are students involved in improving equitable practices in CTE Programs?

### Summary and Priorities

* Strengths of equity focus at your institution and/or consortium
* List of top gaps that exist in terms of equitable participation and benefit from your CTE Programs
* List of top priority needs for improving equity in CTE participation and outcomes

### Oregon’s Equity Lens

How will you modify or enhance your strategies to ensure that each learner's and each community's individual and cultural needs are met? What resources are you allocating for training in culturally responsive instruction and universal design?

## 11.5 Program Size, Scope, and Quality

The law requires local eligible recipients to evaluate whether their programs, as a whole and individually, meet the state’s specific definition of size, scope, and quality. See Perkins V Section 134 (c)(2) (B)(i).

Size, scope, and quality are a measure of the overall ability of the CTE Program of Study to address all the standards of its identified skill set, and to intentionally prepare the student for his/her next step on a complete and robust career pathway, whatever that next step may be. See [Section 5.5](#fiveficeSSQ) of this manual for more information.

### Materials to Review

* List of CTE Programs and the courses and enrollments in each program
* Student performance data by CTE Program
* Enrollment data by CTE Program
* Results of survey from business and industry about the quality of the skills of learners entering workforce
* Results of survey/interview of CTE students about the quality of their CTE experience
* CTE Program of Study Quality Rubric results by program

### Questions to Ask

1. How does the number of Programs of Study offered compare to student and community interests and needs based on surveys or stakeholder engagement meetings? 1 2 3 4 (1-CTE Programs do not align very well to community interests or community is not consulted to 4-programs are aligned to community and student interests while still maintaining alignment to workforce needs)
2. Availability of CTE Programs: How easy is it for students to enroll in the CTE Programs you offer as an aggregate? 1 2 3 4 (1-many students are unable to participate because of schedule and enrollment limits to 4-all students are able to easily enroll in CTE Programs) Are there any admission requirements that may exclude participation?
3. To what degree are your facilities and equipment adequate and current with business and industry standards, given your program and Program of Study offerings? [1 2 3 4](https://drive.google.com/file/d/1XhfWQEOfEAwbXRP9XxSIsEvvebDaxp5K/view?usp=sharing) (1-inadequate or outdated equipment and facilities to 4- fully updated and adequate equipment and facilities)
4. To what degree do your CTE Programs attend to the full range of CTE expectations (e.g., transferable, career-ready, or employability skills; broader Career Cluster-level skills; industry specific skills; and academic skills)? 1 2 3 4 (1-little or no attention to 4–high degree of attention)
5. Where are the gaps in size, scope, and quality of your CTE Programs?
6. To what degree do your CTE Programs have intentional course sequences that begin with introductory content and progress to more specific career-related content over time? 1 2 3 4 (1-little or no intentionality to 4–intentional sequence)
7. If class size is high, are you offering a sufficient number of courses, and course sections, within programs? Y/N

If it is low, are you offering programs with too low of an enrollment to justify the costs? Y/N

1. How well do you implement a continuous improvement process for CTE Programs? 1 2 3 4 (1-have not yet implemented to 4-embedded continuous improvement process)
2. List any programs that are no longer fulfilling a community need and may need to be transformed, terminated, or invested in to align with current workforce and community needs.

### Summary and Priorities

* Strengths of CTE Programs at your institution and/or consortium
* List of top gaps that exist in terms of size, scope, and quality of your CTE Programs
* List of top priority needs for improving the size, scope, and quality of your CTE Programs

### Oregon Equity Lens

How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How does the investment, or resource allocation, advance opportunities for historically underserved students and communities?

## 11.6 Labor Market and System Alignment

The law requires eligible recipients to evaluate the alignment between programs offered and local, regional, tribal, and state labor market needs, now and in the future. See Perkins V Section 134 (c)(2)(B)(ii).

### Materials to Review

* Results and priorities from your regional needs assessment

### Questions to Ask

* Are your programs in line with regional priorities?
* What do you need to do to bring your school programs into better alignment with regional needs?
* Did you go through the required tribal consultation?

## 11.7 Implementation of CTE Programs

### Materials to Review

* Documentation of course sequences and aligned curriculum
* Curriculum standards for academic, technical, and employability skills
* Credit transfer agreements
* Data on student retention and transition to postsecondary education within the Program of Study
* Descriptions of dual/concurrent enrollment programs, and data on student participation
* Data on student credential attainment

### Questions to Ask

1. How fully is your program aligned and articulated across secondary and postsecondary education? 1 2 3 4 (1-not strongly aligned to 4-strongly aligned with opportunities to earn college credit)

Where do you need to strengthen connections between secondary and postsecondary CTE?

1. How well are you structuring CTE Programs so that students have multiple entry and exit points? 1 2 3 4 (1-students experience barriers to entering programs mid-point or leaving programs with transferable skills to 4-students can easily enter program at multiple points based on prior knowledge and skills and can leave with recognized skills at multiple points)

What barriers exist for learners who may transition into or out of your institution(s) and/or program in terms of participating in and continuing with CTE Programs?

1. How well does your program support building skills to enter the world of work (career readiness) through work-based learning experiences, the earning of industry recognized credentials, or the earning of postsecondary credit relevant to students' next steps? 1 2 3 4 (1-students are not getting the opportunities to build skills to 4-students have the opportunity to build skills to enter the world of work through multiple pathways and authentic experience with no unintentional bias for historically marginalized student groups)

Where do you see gaps in opportunities for learners to participate in work-based learning, earning industry credentials, or earning postsecondary credit relevant to their next steps? Identify which of the three might need the most support. (Transportation is often identified as one of the biggest barriers for homeless youth; examine any transportation gaps you may have.)

1. To what degree are business and industry partners involved in the current Program of Study development and delivery? 1 2 3 4 (1-not very involved, mostly a sign-off to 4-authentic partners who contribute to the learning in the programs)

Where do you need to strengthen connections to business and industry partners?

1. How far along are your programs in implementing a continuous improvement process to set goals and priorities, check on progress, and revise priorities based on the ongoing look at progress? 1 2 3 4 (1-not yet to 4-fully embedded process)
2. How integrated is the learning in your CTE Programs with academic, technical, and employability skills? 1 2 3 4 (1-not very to 4-fully integrated)

What are the biggest areas of need based on your student performance data and community input?

### Summary and Priorities

* Strengths of CTE Program implementation at your institution and/or consortium
* List of top gaps that exist in CTE Program implementation
* List of top priority needs for improving CTE Program implementation

## 11.8 Recruitment, Retention, and Training of CTE Educators

### Materials to Review

* Data on faculty, staff, administrator, and counselor preparation, credentials, and demographics
* Description of professional development, mentoring, and externship opportunities and data on participation
* Findings from surveys/focus groups of educators’ needs and preferences

### Questions to Ask

1. How much do you anticipate needing to hire faculty and staff (including instructors, support staff, guidance and advisement professionals, and other key staff) to offer High Quality Programs of Study based on future CTE Program growth? Ranking: 1 2 3 4 (1-high level of need for new staff and faculty to 4-we have all the staff we will need)

In what subject areas do you need to develop or recruit more instructors and/or support staff due to impending retirements, growing student interest, or emerging priority employment areas?

1. How will/does the makeup of CTE educators and program staff reflect the demographics of your community? Ranking: 1 2 3 4 (1-there is a big difference in the demographics of CTE educators and participants to 4-the demographics of staff mirrors the demographics of students)

Where are your largest gaps in educators representing student groups in the programs based on gender, race, ethnicity, disability, English learner status, or other demographics/identities, or their intersections?

1. What processes are in place to recruit and retain new instructors and staff?
2. How appropriate are these processes, especially for instructors coming from industry? Ranking: 1 2 3 4 (1-many processes are inappropriate to the needs of instructors coming from industry to 4-processes take into account adults transitioning careers)

### Summary and Priorities

* Strengths of teaching/faculty in region
* List of top three teacher/faculty gaps
* List of top priority recruitment needs

### Oregon's Equity Lens

What is your commitment to professional learning for equity? What resources are you allocating for training in culturally responsive instruction? What data are you collecting on race, ethnicity, and native languages to inform practices? How are you collecting it?

## 11.9 Career Exploration and Guidance

### Materials to Review

* List of student leadership career technical student organization opportunities in school, district, and/or region
* List of student interests and skills and tools to gather them
* Work-based learning opportunities and regional system to support connecting business, industry, and labor to schools and college
* Regional collaborative action plan around career awareness and exposure
* List of local and regional partners who provide career exploration and guidance support
* Other regional data or training around career exposure, career fairs, camps, and partnerships
* Data on career exposure and impact on student success (local, regional, national, and historical research)

### Questions to Ask

1. Transition programs or services for learners?

Elementary to Middle School Y/N

Middle to High School Y/N

High School to Postsecondary Training/Education Y/N

High School to Career Y/N

Community College to University Y/N

Postsecondary Training to Career Y/N

Adult to Career Training/Education Y/N

1. Do all students in your institution (middle school, high school, college) take a career and college exploration course sometime during their educational experience? Y/N
2. Do all students have the opportunity to participate in career-related learning experiences that are meaningful to their goals? Y/N
3. How well does your institution or consortium provide equitable access to career exploration and development activities? 1 2 3 4 (1-not at all to 4-fully equitable career exploration and development)

What opportunities could your region provide to have a broader range of students, youth, and adults participate in career exploration and development?

1. How well does your region support an organized system of career guidance and academic counseling before and during CTE? 1 2 3 4 (1-not an organized system to 4-fully supported system)

What are the gaps in the support for career and academic advising/counseling in your institution or consortium?

1. How well does your region provide training, information, and support to educators, counselors, family, and administrators and/or volunteers about and around CTE as an opportunity for students to envision career options and pathways? 1 2 3 4 (1-does not yet provide to 4-fully embedded, providing training information and support to relevant stakeholders)

What opportunities exist in your region to improve communication and information flow to create a more coherent and inclusive process?

### Summary and Priorities

* Strengths in career exploration and development
* List of top gaps in terms of career exploration and development
* List of priority needs for career exploration, guidance, and development

### Oregon’s Equity Lens

What is your commitment to professional learning for equity? Have staff participated in bias training to ensure equity in advising practices? Are you using a strengths-based approach to advising?