# Part B: Evaluation and Implementation of High Quality Programs

Perkins V continues to focus on aligning programs of study to high wage, high skill, or in-demand occupations. In the local comprehensive needs assessment, eligible recipients will provide an analysis of how CTE Programs are meeting workforce and economic development needs. The assessment will look at how different resources are used to determine which CTE Programs of Study are made available for students.

The second part of the local comprehensive needs assessment examines implementation of high quality CTE Programs. Participants will examine programs to describe how local CTE programs are

* sufficient in size, scope, and quality to meet the needs of all students served;
* aligned to State, regional, Tribal, or local in-demand industry sectors identified by the State workforce development boards; and
* designed to meet local education or market needs not identified by the State boards or local workforce development boards.

Section 134(c)(2)(B)(i) states the needs assessment must include:

*A description of how career and technical programs offered are sufficient in size, scope, and quality to meet the needs of all students served.*

Section 134(c)(2)(B)(ii) states the needs assessment must include:

*A description of how career and technical education programs are aligned to State, regional, Tribal or local in-demand industry sectors or occupations identified by the State workforce development board or are designed to meet local education or economic needs not identified by the local workforce development boards.*

Section 134(c)(2)(C) states the needs assessment must include:

*An evaluation of progress toward the implementation of career and technical education programs and programs of study.*

Sec 3(41): *Program of Study*

*A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:*

* *Incorporates challenging State academic standards;*
* *Addresses both academic and technical knowledge and skills, including employability skills;*
* *Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);*
* *Has multiple entry and exit points that incorporates credentialing; and*
* *Culminates in the attainment of a recognized postsecondary credential.*

## OPTIONAL RESOURCES

### Quick Reference Guide

| **Materials Needed** | **Suggested Stakeholders to Consult** |
| --- | --- |
| * [Size, Scope and Quality Evidence Tool](https://drive.google.com/file/d/18765_K4hT9kAUKR2LYd94QiKzWLfbkHT/view) * [CTE Program Quality Rubric](https://drive.google.com/file/d/1M9B6dkuqsk19MFtyyvp60XsJDgsKDtjZ/view) * LWDB Sector Strategies ([map](https://www.oregon.gov/workforceboard/engagement/Pages/sectorstrategies.aspx)) | All stakeholders required by law, particularly:   * Administrators, teachers, and faculty * Career guidance and advisement professionals * Business and community partners * Local workforce development and economic development boards * Students and Parents * Data staff |

| **Suggested Strategies for Consultation** |
| --- |
| * [Oregon Stakeholder Engagement Guide](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Documents/RoadmapforEngagement.pdf) * Work group to examine data including educators, career guidance professionals, and workforce development staff * Face to face group of educators to examine data and High Quality Program of Study Rubric Results |

| **Questions to Discuss** |
| --- |
| After conducting an assessment of my programs using the High Quality Program of Study Rubric:   1. What patterns emerge around which Elements are consistently scoring high or low? For example does there seem to be Level 1 and 2 in the Element dealing with Continuous Improvement? Does there seem to be Level 3 and 4 in the Element dealing with Career Connected Learning? 2. What patterns emerge around which Schools/Districts are consistently scoring high or low? 3. What patterns emerge around which Career Areas are consistently scoring high or low? 4. Throughout the Rubric there are elements addressing equity and access to High Quality Programs of Study – in which programs can you identify strengths and/or needs around equity and access? 5. What patterns emerge around actual or perceived barriers that exist that may prohibit students from having access to high quality CTE Programs? |

### Discussion Records – Part B: Evaluation and Implementation of High Quality Programs

| **Questions to Consider** | **Plus - Notes** | **Delta - Notes** |
| --- | --- | --- |
| 1. What patterns emerge around which Elements are consistently scoring high or low? |  |  |
| 1. What patterns emerge around which Schools/Districts are consistently scoring high or low? |  |  |
| 1. What patterns emerge around which Career Areas are consistently scoring high or low? |  |  |
| 1. Throughout the rubric there elements addressing equity and access to High Quality Programs of Study – in which programs can you identify strengths and needs around equity and access? |  |  |
| 1. What patterns emerge around actual or perceived barriers that exist that may prohibit students from having access to high quality CTE Programs? |  |  |

### Identifying Need, Setting Priorities, and Identifying Action Steps

Below are some resources to help you with this step:

1. Identifying Strengths and Needs
   * Use the information discussed above to identify strengths and needs
2. Identifying Causes
   * [NAPE Root Cause Analysis](https://napequity.org/wp-content/uploads/NAPE_RootCauses_Chart_FNL1.pdf): provides a description of the process for finding a root cause
   * [Herringbone Tool](https://drive.google.com/file/d/1jufX3AkP8oSStbYug5hNVl84CBSIED46/view): a simple graphic to help develop root causes
   * [5 Whys Guide and Template](https://www.michigan.gov/documents/mde/5_Whys_Worksheet_680955_7.pdf) to identify root causes
3. Setting Priorities and Goals
   * Use simple worksheet below to help set priorities

* What strategies may be employed across the district, region, or institution that would bring more Programs to Level 3 and 4?
* What do community partners say are potential solutions to the need(s) identified?
* What would be achievable goals to improve the CTE Programs of Study to ensure they are reaching the highest possible quality?

| **Part B: Evaluation and Implementation of High Quality Programs - Strengths** ***Cause and Potential for Leverage/Expansion*** |
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**Use this scale to help identify priority**

**Ratings**

1. Significant gaps and/or multiple gaps exist
2. Some gaps exist and/or we do not have a concrete plan to address them
3. Very few gaps exist and we have a plan in place to close the remaining gaps
4. No gaps exist

**Priority**

1. Critical
2. High priority
3. Medium priority
4. Low priority at this time

| **Rating** | **Priority** | **Part B: Evaluation and Implementation of High Quality Programs - Needs** ***Add in Cause and Potential Goal to Highest Priorities*** |
| --- | --- | --- |
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## REQUIRED Response

Once the analysis and priority setting with partners is complete, each applicant will be required to share the results of the needs assessment as part of the Perkins Strategic Plan and Local Application process. The information below will be uploaded into the application platform.

Remember, this is the only information that will be available to demonstrate you have thoroughly examined the current status of your evaluation and implementation of high quality CTE Programs. Following the requested information is a checklist and rubric to help formulate your response.

| **Question** | **Workspace for your Response** |
| --- | --- |
| Statement of Strength(s) and Need(s) |  |
| Who was consulted in this discussion?  Include at a minimum:  Names, stakeholder roles of those participating in discussion of student performance |  |
| Discussion of process to identify this need  Include at a minimum:  A discussion of the data examined in determining strength and need  A discussion of the identified strength and need  A discussion of potential (root) causes and strategies regarding program quality |  |

## Rubric

| **1 – Does not Meet - revision required** | **2 – Minimally Meets – some revision required** | **3 – Meets Requirement** | **4 – Exceeds Requirement** |
| --- | --- | --- | --- |
| The response does not indicate how stakeholders were involved in identifying and prioritizing needs | The response provides some description indicating stakeholders were involved in identifying and prioritizing needs | The response provides a specific description regarding how stakeholders were involved in identifying and prioritizing needs |  |
| The response does not identify program strength and need and/or discussion of the use of the High Quality Program of Study Rubric | The response identifies program strength and need but there is unclear or limited discussion of the use of the High Quality Program of Study Rubric | The response clearly includes evidence of using the High Quality Program of Study Rubric to identify program strength and needs | The response clearly includes evidence of using the High Quality Program of Study Rubric to identify program strengths and needs and includes a visual representation |
| The response does not identify patterns in high quality CTE Programs at the program, school/institution, and regional level (as applicable) | The response loosely connects patterns in high quality CTE Programs at the program, school/institution, and regional level (as applicable) | The response clearly identifies patterns in high quality CTE Programs at the program, school/institution, and regional level (as applicable) | The response clearly identifies patterns in high quality CTE Programs at the program, school/institution, and regional level (as applicable), and includes a visual |
| The response does not identify patterns in lower quality CTE Programs at the program, school/institution, and regional level (as applicable) | The response loosely connects patterns in lower quality CTE Programs at the program, school/institution, and regional level (as applicable) | The response clearly identifies patterns in lower quality CTE Programs at the program, school/institution, and regional level (as applicable) | The response clearly identifies patterns in lower quality CTE Programs at the program, school/institution, and regional level (as applicable), and includes a visual |
| The response includes no evidence of examination of potential (root) causes and/or possible strategies regarding to improve program quality | The response includes some limited evidence of examination of potential (root) causes and/or possible strategies to improve program quality | The response includes strong evidence of examination of potential (root) causes and possible strategies leading to improve program quality |  |