Career and Technical Education
Comprehensive Local Needs Assessment Guide

CTE REGIONAL SERVICES | Career and Technical Education

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CAREER AND TECHNICAL EDUCATION

Comprehensive Local Needs Assessment

North Carolina Department of Public Instruction
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A Guide for Local Leaders

One of the most significant changes in Perkins V (the Strengthening Career and Technical Education for the 21st Century Act) is the new requirement for local eligible recipients to conduct a comprehensive local needs assessment and update it every two years.

The new needs assessment is designed as the foundation of Perkins V implementation at the local level—it drives your local application development and future spending decisions. This process should be seen as a chance to take an in-depth look at your entire local CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a

> *Without continual growth and progress, such words as improvement, achievement, and success have no meaning.*

powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community.

To implement the local needs assessment you must evaluate, in consultation with a wide range of stakeholders, how your overall CTE offerings measure up on:

- Performance on federal accountability indicators

- Alignment to labor market needs

- Size, scope and quality of programs offered

- Progress toward implementing Career Pathway Programs of Study

- Recruitment, retention and training of faculty and staff

- Progress toward improving access and equity

Making the Needs Assessment Work for You

While the needs assessment process may seem daunting at first, it is important to keep in mind that you can leverage this process to work within your local context. Using your local goals to guide the process, as described in the next section, will help to ensure the outcomes will be valuable in driving CTE program improvement in your community, without creating new administrative burden.

Ultimately, the local needs assessment process is about helping you make a more formal shift from merely collecting information to using information to ensure your local CTE programs help create success for students and employers. The activities of the local needs assessment should become a regular part of your overall district's or institution's data-driven decision making and program improvement cycles—not merely an additional activity every two years. By fully integrating this new Perkins V needs assessment into routine activities, you will be able to realize the full value of the process.

Foundations of a Rigorous Assessment Program

As you embark on this move toward using data and information more strategically, the following four steps will help you lay the groundwork for a rigorous needs assessment process through clear goals, preparation and organization.

1. ## Determine Local Goals

   In addition to any state goals and requirements that must be integrated into the needs assessment, consider local priorities that should shape your work. For example, developing a process for program justification, increasing the number of your students earning industry certifications, strengthening industry advisory board engagement or closing equity gaps are goals that could align with the needs assessment and the local application. If you have already established a strategic plan or "vision" for your local CTE programs and supports, it is important to use the needs assessment to further those goals. If you don't already have a set of strategic priorities, the needs assessment can help you identify those for the future.

2. ## Identify Stakeholders and a Leadership Team

   Consultation with "a diverse body of stakeholders" is at the heart of ensuring a rigorous and meaningful needs assessment process. The law names, at a minimum, the following participants who should engage in the initial needs assessment, local application development and ongoing consultation:

   - CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff

   - State or local workforce development board representatives

   - Representatives from a range of local businesses and industries

   - Parents and students

   - Representatives of special populations

   - Representatives from agencies serving at-risk, homeless and out-of-school youth

   - Representatives from Indian Tribes or Tribal organizations, where applicable

   To identify stakeholders, start with individuals and organizations that your program already works 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 impacted by CTE. For example, your local Chamber of Commerce, while a great partner, may not include full representation of industry sectors with labor market demand. This is an excellent opportunity to diversify your partnerships and build a stronger career pathways program of study system among education, workforce and community leaders through sustained relationships.

   In addition to identifying stakeholders, you will need to select a core leadership team to guide the needs assessment and local application process and facilitate final decision-making. This leadership team will likely consist of CTE program administrators and other key local decision-makers. The team will look different based on the size and characteristics of your district, but whomever you choose should have in-depth knowledge of your CTE program.

3. Create a Plan for Seeking Feedback

The law makes no requirements about how to organize and work with stakeholders. You can use this flexibility to your advantage. For instance, you could broaden industry advisory boards to encompass all the above-named stakeholders or constitute a new group as a separate entity. You could convene all the stakeholders regularly or meet with subsets of partners who have expertise for particular sections of the needs assessment. Using a combination of strategies, with at least some opportunities for stakeholders to engage with each other and hear diverse perspectives, is likely the best approach. In addition to meetings, you can also seek feedback through surveys, interviews, focus groups and listening sessions, in person or virtually—consultation does not have to be conducted entirely face-to-face.

As you think about how to gather feedback, inventory existing mechanisms and consider how to build on them. For example, does your school district already survey parents? If so, could you add additional questions relevant to the needs assessment to that survey? Does a representative of your institution already participate in monthly Chamber of Commerce meetings, and could you be added to the agenda one month to dialogue with community leaders on specific issues relevant to your needs assessment? The sooner you identify possible information collection opportunities that fit seamlessly with existing work, the easier and more effective the process will be.

After identifying existing mechanisms, look for gaps in that outreach and consider ways to gather input from stakeholders who may not already be part of current activities.

You also need to think about ensuring a continual feedback loop with key stakeholder groups to meet ongoing consultation requirements. To keep partners motivated, regularly show them the results of their input and publicly recognize their contributions.

4. Gather and Develop Materials

You can begin to build the evidence base for your assessment by compiling already-available sources of regional, state and local information and by developing plans to collect new data. Data of use to the needs assessment process can come from internal sources, such as student performance data, student and parent survey findings and feedback from local industry advisory boards, or from external sources, including state labor market information (LMI) and results of state or third- party evaluations of your programs. Ensure that you are collecting information from a variety of sources using quantitative and qualitative methods, so that you can cross-validate what you learn from one methodology or information source with what you glean from another source or method of data collection (this is known as "triangulation").

Data collection methods of particular use for needs assessments include surveys, focus groups and listening sessions. Findings from surveys and transcripts from focus groups and listening sessions can be used, in turn, to spark further discussion among stakeholders.

Student Performance

Here the law requires you to evaluate your students' performance on federal accountability measures in the aggregate and disaggregated for the subpopulations defined in Perkins V. Data must be disaggregated by gender, race and ethnicity, and migrant status (per ESEA), as well as by each of the special populations categories, which include 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-work individuals; English learners; homeless individuals; youth who are in or who have aged out of the foster care system; and youth with a parent who is on active duty in the military.

> ### Perkins V Section 134(c)(2)(A)
>
> *(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.*

To make your data review more rigorous and impactful, review multiple years of Perkins accountability data and any other data that may have relevance.

Once this data is gathered, dig in to determine its underlying meaning and implications. Assembling data is just one step in evaluating performance disparities. After examining data to identify significant differences in performance between subpopulations and across programs, the next step is to consider the root causes of these inequities so that you can later identify corresponding practices that can combat inequity in your CTE programs.

Labor Market Alignment

Here the law requires you to consider the alignment between programs offered and the labor market needs of your local area, state and/or region.

> ### Perkins V Section 134(c)(2)(B)(ii)
>
> *(ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.*

The Labor and Economic Analysis Division (LEAD) of the North Carolina Department of Commerce has several resources that will be beneficial in identifying "in-demand industry sectors or occupations" and "high-wage" and "high-skill" occupations. These resources may be found at NCCareers.org and include resources such as North Carolina Star Jobs, Occupational Profiles, Occupations Requiring a License, Employment Projections, Career Clusters Guide and Talent Pool Dashboard. The North Carolina Star Jobs report analyzes wages, projected growth rates, education and projected job openings to determine occupations with the greatest projected employment potential across the state and by region. It is important to consider long-term projections in addition to immediate labor market needs, particularly if your programs have a longer time horizon. Local workforce development boards and Chambers of Commerce may have additional information that may be helpful.

As you analyze this data, focus on comparing the number of students you are graduating in each CTE program area to the number of projected job openings in relevant occupations. Be sure to look into the future, keeping in mind that your needs assessment will be the foundation of planning several years of activities through the local application. Also remember that occupations for which your programs are preparing students may be found across multiple industries.

The state- and local-validated sources of information mentioned above will be fundamental. However, easy-to-use online tools can serve as secondary sources and conversation starters. These include CareerOutlook.US, which displays recent and projected employment and current wages by state and occupation; DataUSA.io, which can be filtered by city or county and includes recent industry, occupation and wage data; and real-time, local job postings from online search engines.

In addition to LMI, feedback from your local industry representatives is critical. Local employer input can help to identify trends that may not be evident in reported data, particularly in emerging career areas, and to describe skill needs across industries. You can gather employer input through informal discussions, surveys and/or focus groups.

Program Implementation

While the following components of the needs assessment are treated separately in the law, they all pertain to the quality and implementation of programs. In contrast to the student performance evaluation, which examines student outcomes, and the labor market alignment analysis, which considers needs that originate from the labor market, the following components address the decisions that you make when delivering CTE programs, including which programs to offer; how you pursue alignment across learner levels and between academic, technical and employability skill standards; your curriculum and instructional strategies; what opportunities for work-based learning, career and technical student organization (CTSO) participation and articulated credit you provide; how you support faculty and staff; and how you ensure access and equity for all CTE students.

Therefore, you may choose to approach the rest of the needs assessment holistically through an evaluation process that encompasses all of these quality program components. The key is to capture the full breadth of program quality and implementation.

Program Size, Scope and Quality

Here the law requires you to assess whether you are offering a sufficient number of courses and programs to meet the needs of your student population; whether those programs are sufficiently broad as well as vertically aligned and linked to the next level of education; and how the quality of program delivery serves to develop student knowledge and skills and prepares them for success. Focus your efforts for this part of the needs assessment on how well your program meets the definition of size, scope and quality. For instance, when evaluating size, consider the number of programs and courses offered, as well as the number of students served by CTE programs in relation to the total student population that could be served. Examine data, both in the aggregate and disaggregated by Perkins-defined special populations and subgroups and examine student enrollment projections over the next few years.

> **Perkins V Section 134(c)(2)(B)(i)**
>
> *(B) A description of how career and technical education programs offered by the eligible recipient are—*
> *(i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient; and…*

For a more in-depth assessment of how well your program offerings meet student demand, look at student enrollment and survey current and potential students to gauge their interest in particular CTE programs, in order to plan for the future.

Size	The quantifiable evidence, physical parameters and limitations of each approved program (e.g., number of programs or programs of study offered, class size, availability of facilities and equipment) that relate to the ability of the program to address all student learning outcomes.
	In North Carolina, size is defined as offering a minimum of three Career Pathway Programs of Study. The Essential Standards document provides maximum class size recommendation and the facilities and equipment guides provide additional guidance as LEAs plan for CTE program implementation.
Scope	Program sequencing, from introductory to more advanced curriculum; linkages between secondary and postsecondary education; and the program's ability to address the full breadth of the subject matter. Additional considerations may include credentialing, CTSO and WBL opportunities.
	In North Carolina, LEAs are required to select state developed Career Pathway Program of Study course sequence options aligned to state, regional and/or local needs. LEAs may also submit local course options for state approval to align with selected Career Pathway Programs of Study. The CTE Essential Standards document and Career Pathway Programs of Study Guide provide additional guidance for extended learning such as student credentialing, CTSO participation and WBL opportunities.
Quality	The expected outcomes and impact of each program and/or program of study (e.g., ability of students to earn industry-recognized credentials, academic achievement, learner access to high-skill, high-wage and in-demand programs, etc.)
	In North Carolina, the Comprehensive Local Needs Assessment not only includes the requirements to be addressed as defined by Perkins V, but also includes researched-based elements of a high-quality CTE program. Developing strategies and activities to improve these elements moves a local CTE program toward a full implementation of a high-quality CTE program.

To evaluate scope, consider how your programs align and articulate offerings across learner levels, including curriculum, instruction, faculty and staff, facilities and equipment, and career development activities. Also consider if extended learning experiences, such as work-based learning, CTSOs, articulated credit, and CTE Career and College Promise opportunities are available across all programs of study, or only in some.

To evaluate quality, consider whether the various aspects of your program—curriculum, instruction, career development, work-based learning and more—are designed and delivered in a way that imparts to students the skills and knowledge necessary for success. One way to accomplish this is to compare your program delivery and implementation to a relevant set of quality standards as outlined within the North Carolina Comprehensive Local Needs Assessment.

Progress Towards Implementing Career Pathway Programs of Study

Here the law requires you to consider how well you are implementing the full scope of programs of study, defined in Perkins V as "a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

    (a)   incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

    (b)   addresses both academic and technical knowledge and skills, including employability skills;

    (c)   is aligned with the needs of industries in the economy of the state, region, Tribal community, or local area;

(d) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

(e) has multiple entry and exit points that incorporate credentialing; and

(f) culminates in the attainment of a recognized postsecondary credential."

> **Perkins V Section 134(c)(2)(C)**
>
> *(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.*

This section overlaps with the scope and quality components of the needs assessment, outlined above, as well as with the labor market alignment analysis. This section provides an opportunity to do a close review of the structure of your programs as well as the extended opportunities they provide to students, such as opportunities for articulation or work-based learning.

Recruitment, Retention and Training of CTE Educators

Here the law requires you to assess and develop plans to improve the quality of your faculty and staff through recruitment, retention and professional development, with particular attention paid to diversity in the profession. Ground your evaluation in this section in state and/or local policies and relevant terms defined in Perkins V, particularly the definition of "professional development," which emphasizes sustainability, relevance and quality of these experiences. When assessing the state of your staff, take a comprehensive view of what you know about educators, administrators, staff and guidance and career advisement professionals across your programs. Evaluate what these educators bring to the table: their preparation and credentialing, in comparison to state, district or institution requirements, and the ways they demonstrate their commitment to the profession through pursuit of advanced certification or extensive professional development. Look for gaps in expertise within and across programs. In addition, consider how you recruit educators and staff and prepare them for their responsibilities, particularly new educators coming from an industry background.

> **Perkins V Section 134(c)(2)(D)**
>
> *(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.*

To take this analysis further, compare your current staff capacity to your future plans. For instance, if you intend to develop new programs of study or expand your career development services in the next four years, look at your current staff and make projections about where you need to increase skills or hire new people.

It is also vital that you evaluate the ways in which you are supporting faculty and staff through recognition, professional development, and recruitment and retention activities. Develop surveys or conduct focus groups to seek feedback on faculty and staff needs and preferences.

In addition, consider your methods for recruiting and retaining educators and staff from populations traditionally underrepresented in the profession. Analyze the demographics of your teachers and staff in comparison to the makeup of your student body and consider to what extent students are learning from educators who reflect themselves and their communities.

Progress Towards Improving Equity and Access

Here the law requires you to evaluate your progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for students, and in providing CTE in a way that maximizes success for special populations.

This component can be broken down into three subsections: access, performance and program delivery. First, look at participation data for students from special populations, and consider how you promote programs, recruit students and provide career guidance. Strategies for inclusion include promotional materials that depict students from special populations; active recruitment of students from special populations; and career guidance that helps students from special populations choose a pathway that fits their goals and strengths.

Next, consider student performance data for special populations by bringing in the data disaggregation and root causes and strategies analysis you conducted for the Student Performance section of the needs assessment. In consultation with stakeholders, develop plans to implement the strategies identified through the root causes and strategies analysis and measures to evaluate your progress on those strategies.

Finally, consider your program delivery through an equity lens. Look at the accommodations, modifications and supportive services you offer, and

> ### Perkins Section 134(c)(2)(E)
>
> *(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—*
> - *(i)   strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*
> - *(ii)   providing programs that are designed to enable special populations to meet the local levels of performance; and*
> - *(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.*

examine your curriculum, instruction, materials and assessments for biased and discriminatory content. In addition, identify barriers to participation in work- based learning, CTSOs and articulated credit opportunities and your strategies for addressing those barriers. Deepen this analysis by conducting focus groups, surveys or interviews with students from special populations, their parents (if appropriate) and community-based organizations that work with special population groups. These outreach activities can help you learn more about their needs and preferences and their perceptions of how well your programs are helping them reach their goals.

Using Findings to Drive Local Applications

To conclude your needs assessment process, you will have to merge these separate analyses into one set of findings and engage stakeholders in setting a future vision for addressing these needs, including deciding which programs and activities to prioritize for funding in your Perkins V local application. This prioritization should consider the six required uses of funds for local recipients in Perkins V, including the many options listed within those required uses, and the nine elements of the local application also required in law.

Perkins V Section 134(b)(1) and (2)

(b) Contents.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain—

(1) a description of the results of the comprehensive needs assessment conducted under subsection (c);

(2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—

(A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;

The answers to the questions you asked during each piece of the needs assessment process should help identify the most pressing needs of your local CTE program, including the needs of both students and local employers. The local application offers an opportunity for you to determine how best to address those needs through Perkins, and more broadly, how to shape your CTE program offerings and supports over the next several years.

Perkins funding must be spent on activities that meet needs identified in the needs assessment, but there is no expectation that you will be able to meet all the identified needs within your local application, and certainly not within your initial budget year. In prioritizing areas of focus, think about the program areas needing the greatest attention, areas where alternative funding sources are not available, or areas that will have the greatest impact on student achievement. Here are a few more overarching questions you may want to consider:

- Which performance indicators are you struggling with the most? What strategies can help you address those needs?

- Are there immediate employer needs in your community that you can help meet? What about long-term needs toward which you can start building a pipeline?

- Which elements of your programs are the strongest? The weakest? Which of the weaker elements could you address to have the largest impact on student performance?

- How can you offer more students the opportunity to reap the full benefits of programs of study, including aligned pathways and recognized postsecondary credentials?

- Which professional development needs are most pressing? What strategies will you use to support educators over the next four years to ensure your programmatic and performance goals can be met?

The leadership team you identified earlier will be particularly helpful in this phase of the process. You will likely have to make tough decisions about which needs to prioritize, and which solutions will best meet identified needs, bearing in mind the full spectrum of information you uncovered, current research on evidence-based practices and the context of your local community.

Translating your comprehensive local needs assessment into action, in the form of the local application, is an invaluable opportunity to focus on program improvement, and to implement plans that will have a long-term impact on access to high-quality CTE for all students.

Getting Started

The following Comprehensive Local Needs Assessment (CLNA) is aligned with section 134 of the Strengthening Career and Technical Education for the 21st Century Act. Each section and sub-section have driving questions that should be considered and discussed with stakeholders as outlined on page 3 of this guide. It is likely that these questions will introduce additional questions as the CTE Leadership Team works to investigate the level of evidence to accurately answer these questions. In most cases, the questions are designed to identify evidences of positive student impact. The answer to these questions will assist the CTE Leadership Team in determining the rating of each statement located within the specified section. Each section will allow the CTE Leadership Team to determine the rating of each statement from 0-3 (unless otherwise noted).

0 – Not Met	**Evidence** of little or no development and implementation. This level shows **no discernable impact** and is an area in need of improvement.
1 - Developing	**Evidence** of limited or partial development and implementation. This level shows progress is being made, but there is **not a consistent impact**. Additional improvement is necessary.
2 - Established	**Evidence** of an operational level of development and implementation. This level shows a **positive impact** that supports continuous improvement and growth.
3 - Distinguished	**Evidence** of an exemplary level of development and full implementation. This level shows **significant impact** based on continuous improvement with long term improvement plan goals that are being acted upon in a continual manner.

Once ratings are determined, complete the corresponding text boxes.

Consultation Method	Identify the stakeholders that provided consultation and the method used to gather input (ex. survey, meeting, focus group, etc.).
What We Are Doing Well	Briefly outline an overview of the practices that are considered exemplary.
Identified Needs	Identify the greatest needs that will be identified in the CTE Local Application for which future CTE funds will be utilized to improve the identified area(s).

The results of the Comprehensive Local Needs Assessment will be used to drive the CTE Local Application. Identified needs will be addressed and planning budgets will be developed accordingly. When addressing the identified needs in the CTE Local Application, it is important to develop a SMART plan that focuses on a continuous improvement model. The needs assessment is designed to be administered every two years allowing the district to compare prior ratings (per statement and per section) to the most recent CLNA results. The quantifiable results of the ratings are meant to provide evidence of the impact of the previously developed SMART plan and whether growth and improvement has been achieved.

Evaluation of Performance

Section 134(c)(2)(A) states the needs assessment must include an evaluation of the performance of the students served with respect to state-determined and local levels of performance, including an evaluation for special populations and each subgroup described in section 1111 of the ESSA.

Evaluation of Performance Questions to Consider:
1. What does the data say about student achievement? Sub-groups? Special populations? Which group of learners are struggling the most? What are the root causes leading to these outcomes?
2. Does student performance meet or exceed the state determined performance levels for each Performance Indicator?
3. Does student performance meet or exceed the state goal for each Performance Indicator?
4. What process is in place to ensure school administrators and teachers receive CTE Performance Indicator data in a timely and effective manner?
5. In what format is CTE performance data analysis shared with stakeholders? When and how is this data shared?
6. What process is in place to monitor student work to ensure high standards of rigor and relevance? Who leads and develops this process?
7. What process is in place to lead schools through data analysis and strategic planning to meet goals? When does data analysis take place? Who is included in programmatic changes based on data?
8. What process is in place to monitor progress toward achieving the goals of the local CTE strategic plan? Who is involved in the process?

1 = Not Met (< 90% of SDPL/Goal) 2 = Met (= 90% and up to SDPL/Goal) 3 = Exceeded (> of SDPL/Goal)	2019-2020	2021-2022
a) **Graduation Rate (1S1):** Student performance met or exceeded the **state-determined performance level.**		
b) **Graduation Rate (1S1):** Student performance met or exceeded the **state goal.**		
c) **Extended Graduation Rate (1S2):** Student performance met or exceeded the **state-determined performance level.**		
d) **Extended Graduation Rate (1S2):** Student performance met or exceeded the **state goal.**		
e) **Academic Proficiency - Reading/Language Arts (2S1):** Student performance met or exceeded the **state-determined performance level.**		
f) **Academic Proficiency - Reading/Language Arts (2S1):** Student performance met or exceeded the **state goal.**		
g) **Academic Proficiency - Mathematics (2S2):** Student performance met or exceeded the **state-determined performance level.**		
h) **Academic Proficiency - Mathematics (2S2):** Student performance met or exceeded the **state goal.**		
i) **Academic Proficiency - Science (2S3):** Student performance met or exceeded the **state-determined performance level.**		

1 = Not Met (< 90% of SDPL/Goal) 2 = Met (= 90% and up to SDPL/Goal) 3 = Exceeded (> of SDPL/Goal)	2019-2020	2021-2022
j) **Academic Proficiency - Science (2S3):** Student performance met or exceeded the **state goal.**		
k) **Postsecondary Placement (3S1):** Student performance met or exceeded the **state-determined performance level.**		
l) **Postsecondary Placement (3S1):** Student performance met or exceeded the **state goal.**		
m) **Non-Traditional Program Enrollment (4S1):** Student performance met or exceeded the **state-determined performance level.**		
n) **Non-Traditional Program Enrollment (4S1):** Student performance met or exceeded the **state goal.**		
o) **Program Quality - Attained Recognized Postsecondary Credentials (5S1):** Student performance met or exceeded the **state-determined performance level.**		
p) **Program Quality - Attained Recognized Postsecondary Credentials (5S1):** Student performance met or exceeded the **state goal.**		
q) **Program Quality - Other (5S4):** Student performance met or exceeded the **state-determined performance level.**		
r) **Program Quality - Other (5S4):** Student performance met or exceeded the **state goal.**		

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
s) The CTE Administration consistently provides school administrators and teachers with CTE Performance Indicator data.		
t) The CTE Administration frequently shares data analysis results in an understandable format with all stakeholders in a timely and effective manner.		
u) The CTE Administration leads teachers and administrators in processes that monitor students work to ensure high standards of rigor and relevancy.		
v) The CTE Administration has a regular, ongoing process for leading schools through the analysis of their data and for making adjustments to their programs based on data analysis.		
w) The CTE Administration has a systematic, ongoing process for monitoring the progress toward achieving the goals of the strategic plan.		

Consultation Method	What We Are Doing Well	Identified Needs

Labor Market Alignment

Section 134(c)(2)(B)(ii)(I)(l) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

Labor Market Alignment Questions to Consider:
1. What industries are projected to grow the most in my local area? What occupations?
2. How do my CTE program enrollments match projected job openings? Where are the biggest gaps? Are more/less students being prepared for these occupations than the need indicates?
3. What are the emerging occupations in my area to which students should be exposed?
4. What skill needs have industry partners identified as lacking in my programs?
5. Are graduates of our CTE programs finding postsecondary opportunities aligned to their concentration?
6. What opportunities exist in the local labor market for CTE students with disabilities, English learners or other special populations?

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
a) All current Career Pathway Programs of Study align to current industry demand and needs.		
b) Projected industry growth has been analyzed and processes are in place to phase in new Career Pathway Programs of Study and phase out those that do not align to industry demand.		
c) Emerging occupations have been identified and plans are in place to implement programs and activity offerings to students.		
d) Industry stakeholders have identified skills that are lacking, and programs/activities have been implemented to address the deficiencies identified.		
e) CTE concentrator graduates are entering postsecondary opportunities (work, college, etc.) aligned to their high school concentration.		
f) Opportunities for special populations to participate in the labor market have been identified and programs/activities have been implemented to prepare special population students for postsecondary (work, college, etc.) opportunities.		

Consultation Method	What We Are Doing Well	Identified Needs

Size, Scope and Quality

Section 134(c)(2)(B) states the needs assessment must include: (i) A description of how career and technical education programs offered are sufficient in size, scope, and quality to meet the needs of all students served.

Size and Scope of Program Questions to Consider:
1. How many Career Pathway Programs of Study are offered?
2. How do the number of Career Pathway Programs of Study offered compare to the number of students who could potentially be served?
3. Are we offering programs in which students are choosing to enroll?
4. Are we offering programs with too low an enrollment to justify the costs in offering those programs?
5. Are a sufficient number of courses, and course sections, offered within the CTE program?
6. Are there students who want to enroll in CTE programs who are unable to do so? If so, why? What steps are needed to remove this barrier?

0 = Not Demonstrated   1 = Developing   2 = Established   3 = Distinguished

	2019-2020	2021-2022
a) CTE enrollment data is analyzed and used to inform program offerings.		
b) CTE enrollment data is analyzed and used to inform the number of courses and course sections within the program.		
c) All students are able to enroll in the CTE program(s) of their choice and not denied access due to limited course offerings, lack of advisement, local enrollment restrictions, etc.		

CTE Teaching and Learning Quality Questions to Consider:
1. What process is in place to ensure all teachers have the most up-to-date CTE blueprints/curriculum materials? Is the process effective? How do you know?
2. What process is in place to ensure all teachers are following the Course User Guides to ensure instructional time is maximized?
3. Do all teachers and students have a clear understanding of learning targets? How do you know?
4. Is classroom instruction aligned to the Standard Course of Study? How do you know?
5. Are the Standards/Objectives taught to the level of rigor identified in the CTE blueprints (i.e. RBT)? How do you know?
6. Does classroom instruction spark curiosity of learning and build on the students' desire to learn? How do you know?
7. What process is in place to ensure CTE instruction provides differentiated learning to meet the needs of all learners? Is it effective? How do you know?
8. Are teachers and students both engaged in the teaching and learning process? If so, how?
9. Are formative assessments used daily to inform instruction? Is it effective? How do you know?
10. What type of authentic assessments are used in the classroom?
11. What process is in place to ensure classroom assessments are aligned to the Standards/Objectives and reflect the appropriate level of rigor (i.e. RBT)?

0 = Not Demonstrated   1 = Developing   2 = Established   3 = Distinguished

	2019-2020	2021-2022
a) Course blueprints are used to inform instruction in all CTE courses.		

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
b) Course User Guides are used to ensure instructional time is maximized in all CTE courses.		
c) Both teachers and students have a clear understanding of learning targets.		
d) Classroom instruction is aligned to the Standard Course of Study Standards/Objectives and delivered using the appropriate level of rigor.		
e) Students are challenged and are engaged in cognitive rigor that leads to demonstration of knowledge and learning.		
f) Teachers actively plan for student differences so that all students can learn to the best of their ability.		
g) Classroom instruction is planned to foster student engagement.		
h) Formative, authentic and summative assessments are aligned to the Standard Course of Study Standards/Objectives and are assessed at the appropriate level of rigor.		

Facilities and Equipment Quality Questions to Consider:

1. What process is in place to ensure facilities, equipment, technology and materials meet industry standards?
2. What process is in place to ensure equipment and technology student ratio is conducive to learning?
3. What inspection process is in place to ensure equipment and technology items are working appropriately and used in a safe manner?
4. Is there adequate classroom and workshop space for all CTE classes? If not, what efforts have been made to improve classroom space?
5. What process is in place to ensure safety inspections of CTE labs/shops are conducted at least once a year? How is this monitored?
6. What process is in place to ensure instructional facilities are clean, well-organized and conducive to learning?
7. How do you involve business and industry stakeholders to ensure facilities, equipment, technology and materials reflect current workplace practices?
8. What type of supports are provided to ensure all students demonstrate safe and appropriate use of facilities, equipment, technology and materials?
9. Does the CTE program have an effective inventory process and rotation plan to ensure equipment, technology and materials are kept up-to-date?

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
a) Facilities, equipment, technology and materials meet state-level CTE program guidelines.		
b) Facilities, equipment and technology reflect current workplace, industry and/or occupational practices and requirements.		
c) Equipment and technology to student ratio meets state-level guidelines.		
d) Facilities, equipment and technology are in good working order and are used in a safe manner.		
e) Adequate classroom and/or workshop space is available.		

	2019-2020	2021-2022
0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		
f) Safety inspection of CTE labs/shop areas are conducted annually (at minimum).		
g) Instructional facilities are clean, well-organized, and conducive to learning.		
h) Students demonstrate safe and appropriate use of facilities, equipment, technology and materials within the program of study.		
i) Regularly inspect, update and replace equipment, technology and materials.		

Career Awareness, Exploration and Preparation Quality Questions to Consider:

1. When are career interest inventories administered and how are the results used for guidance and registration? How often are the results visited?
2. What type of career information is provided to stakeholders verbally? Non-verbal? How often does this occur?
3. How are stakeholders made aware of local, regional or state high wage, high skill, and in-demand occupations? Career Pathway Programs of Study?
4. How are CTE students provided the opportunity to participate in all aspects of industry learning through activities such as career fairs, guest speakers, industry and postsecondary tours?
5. What process is in place to ensure all CTE students have the opportunity to create a personalized Career Development Plan (CDP)? What process is in place to ensure student Career Development Plans are frequently reviewed and revised?
6. How is the information contained in the CDP used to guide students prior to course registration?
7. How are parents and students made aware of extended learning opportunities such as WBL, CTSOs, credentialing and accelerated learning (articulation, CCP)? How do you know the communication is effective?
8. In addition to postsecondary education information, how are students made aware of job search and placement services information?
9. What type of professional learning opportunities are provided to ensure career development professionals have the necessary tools and information to accurately guide CTE students? What type of partnership exists with school counselors? Do school counselors participate in career development professional learning opportunities as well?
10. Have your career awareness, exploration and preparation efforts proven to be successful? If so, how do you know?

	2019-2020	2021-2022
0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		
a) Career Interest Inventories are administered and used for advisement and registration.		
b) Career awareness, exploratory and development information/opportunities are shared verbally (group or individual) with students, parents, staff and other stakeholders.		
c) Career awareness, exploratory and development information/opportunities are shared through other means of non-verbal media (brochures, websites, flyers, social media, etc.).		
d) CTE students participate in employer visits, career fairs, industry and postsecondary tours.		
e) Comprehensive career development is coordinated and sequenced to promote and support the career decision-making and planning of all students, including prior to entering the program of study.		

	2019-2020	2021-2022
f) Each CTE student in the program of study has a personalized, multi-year education and Career Development Plan (CDP) that reflects exploration of the student's interests, preferences and abilities; and informs course selection, planning for further education and a career, and involvement in extended learning (e.g. WBL, CTSOs and credentialing).		
g) Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO participation, student credentialing and articulated credit.		
h) Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities.		
i) Students in the program of study have access to job search information and placement services as they near completion of the program of study.		
j) Career development professionals have access to professional development and up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.		

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Student Credentialing Quality Questions to Consider:
1. What process is in place to maximize student credentialing opportunities aligned to CTE courses?
2. What process is in place to ensure students participating in CTE courses offering a credential are provided a minimum of one CTE credential attempt?
3. Have your CTE credentialing opportunities proven to be successful? If so, how do you know?

	2019-2020	2021-2022
a) Students are provided credentialing opportunities in CTE courses that offer student credentialing.		
b) Students are provided their first credential opportunity attempt at no cost for each aligned CTE course that they are enrolled.		
c) Student credential data provides evidence of a successful credentialing program.		

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Postsecondary Alignment Quality Questions to Consider:

1. In what ways do secondary and postsecondary CTE staff collaborate to ensure vertical alignment of learning objectives and the Career Pathway Programs of Study?
2. Describe the roles secondary and postsecondary partners play in the Career Pathway Programs of Study development and delivery? What processes are in place to ensure and facilitate collaboration?
3. What process is in place to ensure course duplication (similar course content and learning outcomes) does not occur?
4. Has an MOU been created outlining articulation and CTE CCP opportunities for students? How often is the MOU reviewed and updated?
5. How can the secondary and postsecondary partnership be improved? What results will indicate improvement?
6. How are post-secondary institutions notified of articulated credits earned by students? What steps can be taken to ensure students matriculating receive the credits they have earned?

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
a) Secondary and postsecondary CTE staff collaborate regularly on course sequencing, vertical alignment and opportunities for credit transfer agreements.		
b) The program of study is coordinated with broader career pathways systems, as defined in the Workforce Innovation and Opportunity Act, as appropriate and available.		
c) A MOU has been created outlining articulation and CTE CCP opportunities for students and evaluated on a regular basis.		
d) A process is in place to ensure students receive articulated credits upon matriculation.		

Partnership Quality Questions to Consider:

1. How are advisory council members identified and selected? Do business and industry members constitute a majority of the council? Do the members represent a diverse range of stakeholders?
2. What process is in place to ensure advisory council members remain engaged and committed to the planning and implementation of the CTE program?
3. What role does your business advisory council play in the Career Pathway Programs of Study development?
4. Does your business advisory council assist in identifying economic and workforce development trend needs of the community and region? If so, how?
5. How does your business advisory council advocate for strong, local Career and Technical Education programs, including Career Pathway Programs of Study development that provides work-based learning opportunities and prepare students for postsecondary credentials/opportunities for high-demand careers?
6. What partnerships are in place beyond the local advisory council for CTE? Economic Development? Workforce Development? Chamber of Commerce? Other?
7. Does your partnership/advisory council have a written plan of action/program of work to guide your decision making? If so, is the written plan specific, measurable, attainable, results-oriented, and time bound (SMART)?
8. Describe how feedback or results are provided to your partners/advisory council. Do they feel well-informed of the results of their contribution? If so, how do you know?
9. How do you assess your partnerships/advisory council to ensure maximum effectiveness?
10. Have your partnerships proven to be effective? If so, how do you know?

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
a) Advisory council members represent employers in local, regional, or state "in-demand" jobs.		
b) Advisory council members are engaged and assist in the planning and implementation process of the CTE program.		
c) Representatives of the program of study actively conduct outreach activities to develop partnerships to ensure the program of study is informed by employer and community needs.		
d) Partnerships are formed with a diverse range of stakeholders who represent differing perspectives, including employers from small, medium and large businesses; industry representatives; community, workforce and economic development agencies; and other education stakeholders.		
e) Partners provide guidance in the selection of Career Pathway Programs of Study that meet current and future workforce demand.		
f) Partners provide guidance in the identification of industry recognized credentials aligned to in-demand jobs.		
g) Partners support student extended learning by providing opportunities such as work-based learning experiences.		
h) Partners support teacher extended learning by providing opportunities such as externships to stay current with industry-relevant knowledge and skills.		
i) Partners support program of study sustainability by advocating for and promoting the program of study.		

Career and Technical Student Organizations Quality Questions to Consider:

1. Are CTSOs for each program area offered to all students at each middle school? If not, what barriers are in place? How can the barriers be removed?
2. Are CTSOs for each program area offered to all students at each high school? If not, what barriers are in place? How can the barriers be removed?
3. Do your local CTSOs hold regularly scheduled meetings?
4. Do your local CTSOs have student officers in place?
5. Do your local CTSO advisors attend professional learning opportunities to be prepared to be an effective advisor?
6. Do students participating in CTSOs participate in competitive events? If not, what steps could be implemented to ensure this occurs?
7. Do students participating in CTSOs participate in relevant community and school service activities? If not, what steps could be implemented to ensure these types of activities occur?
8. What type of leadership development activities are provided for all CTSO students?
9. Are local CTSOs aligned with national, state and/or local standards?
10. Are all students made aware of CTSOs and how they can get involved? Is the communication effective? How do you know?
11. Have your CTSOs proven to be effective? If so, how do you know?

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
a) CTSOs are offered to all students for each program area offered at the middle school level.		
b) CTSOs are offered to all students for each program area offered at the high school level.		
c) CTSO's have a calendar of events and hold regular meetings.		
d) CTSOs provide opportunities for students to participate in relevant competitive events.		
e) CTSOs provide opportunities for students to participate in relevant community and school service activities.		
f) CTSOs provide opportunities for students to participate in leadership development activities.		
g) CTSOs are supervised by CTE staff with clearly defined roles.		
h) CTSOs are aligned with relevant national, state and/or local standards.		
i) CTSOs have a formal officer team in place with assigned leadership positions.		
j) CTSO advisors attend professional learning opportunities to be prepared to be an effective advisor.		

Work-Based Learning Quality Questions to Consider:

1. Are work-based learning opportunities provided to all students at the high school level such as co-operative education, clinical experiences, internships and apprenticeships?
2. Do middle and high school students participate in other activities that provide industry learning experiences such as job shadowing, industry tours, guest speakers, career fairs, etc.?
3. What process is in place to ensure work-based learning opportunities are aligned to student education and career goals?
4. Are work-based learning handbooks available that provide clear goals and expectations for all stakeholders?
5. What process is in place to ensure students reflect and document their learning experiences?
6. Are work-based learning experiences strategically aligned to each Career Pathway Program of Study offered?
7. What process is in place to reflect on the success of the work-based learning program? Has it been successful? How do you know?

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
a) A full continuum of industry learning, and work-based learning experiences are offered to students.		
b) Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills.		
c) Work-based learning experiences are intentionally aligned with each student's education and career goals.		
d) Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, responsibilities, safety, transportation, learning objectives and evaluations are formalized and shared in advance of work-based learning experiences with employers, students and parents/guardians (as appropriate).		
e) Work-based learning experiences are supervised by CTE staff with clearly defined roles.		
f) Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio, journal and/or presentation.		

What We Are Doing Well	Identified Needs

Consultation Method

Career Pathway Programs of Study Implementation Evaluation of Progress

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.

Career Pathway Programs of Study Implementation Evaluation of Progress Questions to Consider:

1. What process is in place to ensure all Career Pathway Programs of Study are data driven and align to labor market data? How do you know?
2. What partnership collaboration process is in place to assist in Career Pathway Programs of Study design and delivery? Secondary or postsecondary partners? Business and Industry partners?
3. What process is in place to determine current and future workforce needs and economic priorities in your locale and how they drive Career Pathway Programs of Study?
4. What process is in place to ensure secondary and postsecondary alignment provide students a seamless transition? What process is in place to ensure secondary and postsecondary course duplication does not occur?
5. What process is in place to ensure that all Career Pathway Programs of Study allow for multiple entry and exit points?
6. What process is in place to ensure that students are provided relevant work-based learning opportunities in each CTE program? What type of work-based learning is provided?
7. What process is in place to ensure students are provided relevant credentialing opportunities?
8. What process is in place to ensure students are provided CTSO opportunities?
9. What process is in place to ensure students have opportunities to earn postsecondary credit such as articulation or CTE CCP that articulate to the next level of education?
10. What process is in place to ensure plans are in place for reviewing and implementing future work-based learning, industry certifications, post-secondary opportunities, and career development activities, including data on learner participation and success in such efforts?

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
a) Career Pathway Programs of Study offerings are based on an analysis of data trends including enrollment and retention over time, alignment to region and state labor market demand, learner outcomes, and degree of secondary and postsecondary alignment.		
b) Secondary or postsecondary partners play a role in Career Pathway Programs of Study design and delivery.		
c) Business and industry partners play a role in Career Pathway Programs of Study design and delivery.		
d) Current and future workforce needs and economic priorities in your locale are used to determine Career Pathway Programs of Study offerings.		
e) Secondary and postsecondary courses within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.		
f) Career Pathway Programs of Study allow for multiple entry and exit points.		
g) Career Pathway Programs of Study provide relevant work-based learning opportunities.		

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
h) Career Pathway Programs of Study provide relevant credentialing opportunities as appropriate.		
i) Career Pathway Programs of Study provide CTSO opportunities.		
j) Students in the Career Pathway Programs of Study have opportunities to earn credit that articulates to the next level of education, such as through articulation and CTE Career and College Promise.		
k) Plans are in place for reviewing and implementing future work-based learning, industry certifications, early post-secondary opportunities, and career development activities, including data on learner participation and success in such efforts.		
l) Career Pathway Programs of Study information are mapped out in an easy to read format informing students and parents the appropriate course sequence providing a seamless transition to postsecondary opportunities and the workforce.		

What We Are Doing Well	Identified Needs

Consultation Method

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Recruitment, Retention and Training of CTE Teachers

Section 134(c)(2)(D) states the needs assessment must include: A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Recruitment, Retention and Training of CTE Educators Quality Questions to Consider:

1. What type of supports are provided to ensure all CTE staff are appropriately licensed?
2. How diverse is the CTE staff? Does it reflect the demographic makeup of the student body?
3. What professional learning opportunities are provided to CTE staff to increase knowledge of all aspects of industry?
4. Are CTE staff supported to attend local, regional, and state professional learning opportunities?
5. How are CTE staff supported to collaborate, coordinate instruction, and analyze data for improvement?
6. How is data used to inform the professional learning opportunities provided to CTE staff?
7. What processes are in place to retain and recognize CTE staff for their accomplishments?
8. What processes are in place to analyze CTE staff exit interview information to improve retention?
9. What processes and supports are provided to CTE staff during their first 3 years?
10. What type of support, process and materials are provided to ensure staff participate in data driven professional learning?
11. What strategies are utilized to recruit CTE staff specific to position shortage trends?

	0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
a)	CTE staff supporting the program of study meet appropriate state certification and licensing requirements.		
b)	CTE staff supporting the program of study hold the industry recognized credential(s) that they offer to students.		
c)	CTE staff reflect the demographic makeup of the student body.		
d)	CTE educators maintain up-to-date knowledge and skills across all aspects of an industry.		
e)	CTE staff attend local, regional, and state professional development opportunities.		
f)	CTE and academic staff collaborate regularly and frequently to coordinate curriculum, instruction, assessment, and extended learning activities and to analyze data for program improvement.		
g)	Student data informs the professional learning opportunities provided to teachers.		
h)	Transparent processes are in place to retain and recognize CTE teachers and support staff.		
i)	Exit interviews are analyzed for patterns to inform processes and practices.		
j)	Consistent processes and supports are available for all newly hired CTE teachers and support staff.		

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
k) CTE teachers and support staff participate in structured, data driven, student focused professional learning communities.		
l) Teacher recruitment plans are developed based on the analysis of CTE position shortage trends.		

Consultation Method	What We Are Doing Well	Identified Needs

Equal Access to High-Quality CTE Programs of Study for All Students

Section 134(c)(2)(E) states the needs assessment must include a description of progress toward implementation of equal access to high-quality career and technical education courses and program of study for all students including (1) Strategies to overcome barriers that will result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (2) Providing programs that are designed to enable special populations to meet the local levels of performance; and (3) Providing activities to prepare special populations for high-skill, high-wage, or in demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Equal Access to High-Quality CTE Programs of Study for All Students Questions to Consider:

1. What processes are in place to ensure that promotion of the CTE Program of Study is free from bias, inclusive, and non-discriminatory?
2. What recruiting efforts are conducted to encourage special population students to enroll in high quality CTE programs? What seems to be effective? What seems to be producing little effect?
3. What processes are in place to ensure career guidance is offered to all participants in a manner that is free from bias, inclusive, and non-discriminatory?
4. Which special population groups are underrepresented in CTE programs? Which special populations groups are overrepresented in CTE programs? Which programs?
5. What processes/supports are in place to remove barriers that might keep students, including special populations, from participating in CTE programs? (i.e. facilities, equipment, technology, materials, etc.)
6. What instructional accommodations, modifications and supportive services do you currently provide? Which are most effective? Which ones are underutilized or not utilized at all?
7. What processes/supports are in place to remove barriers that might keep students, from participating in work-based learning, CTSO participation, or earning articulated credit?

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
a) All learners have access to high-quality CTE programs of study.		
b) The program of study is promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is free from bias, inclusive and non-discriminatory.		
c) Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and special populations.		
d) Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.		
e) Facilities, equipment, technology and materials are provided in a way that ensure all students have the opportunity to achieve success in the program of study.		
f) Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate.		
g) Supportive services are provided to ensure all students have the opportunity to achieve success in the program of study, as appropriate.		

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
h) Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation and articulated credit, for all students.		

Consultation Method	What We Are Doing Well	Identified Needs

Acknowledgement