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Local CTE Needs Assessment and Stakeholder Engagement

Overview and Questions



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Shifts in Perkins Application Process

Federal changes

- 1) All spending must be tied to demonstrated needs
- 2) Stakeholders must be involved in identifying needs, planning work, and implementation
- 3) Flexible timeline for Perkins Basic application
- 4) Emphasis on continuous improvement

Oregon's Vision for CTE

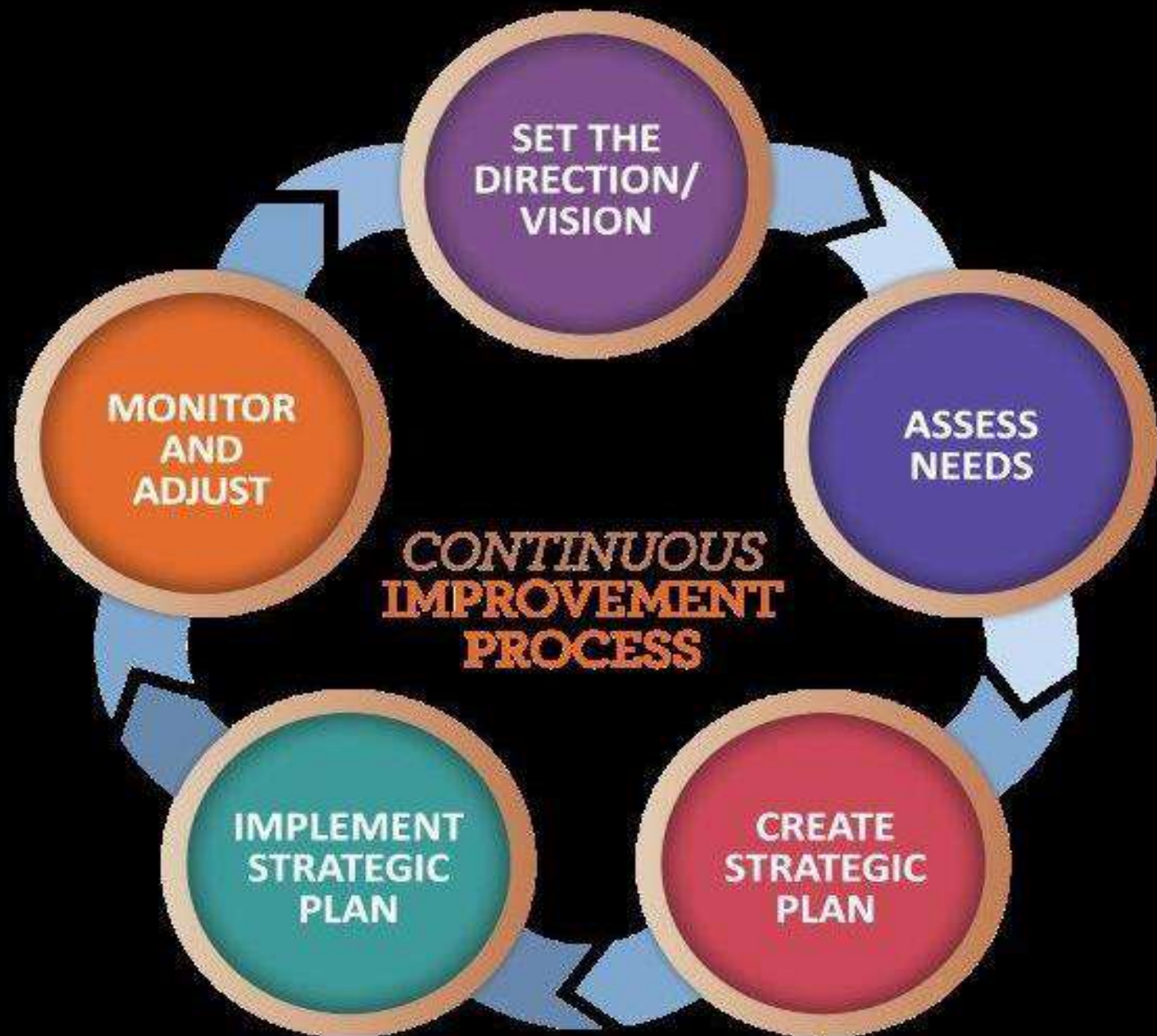
Reimagine and transform learner experiences in order to enhance their future prospects, empower their **communities**, and build **equity** in an **inclusive**, sustainable, innovation-based economy.



Oregon Shifts in Application Process

Oregon Choices to achieve our Vision

- 1) Regional and Local Needs Assessment (including involvement and communication with stakeholders)
- 2) CTE 4-year strategic plan will be Perkins Basic Application
- 3) Reserve Grants for 2020 will be 2-years and based on statewide and regional needs
- 4) Public presentations and peer review for CTE Plan approval
- 5) Focus on a Continuous Improvement Process



Who is completing a needs assessment?

All Districts

Part of High School Success (\$330M)

All Perkins Basic Grant Recipients

Consortia

Direct CC Recipients

Direct District Recipients

All Regional Perkins Reserve Grant Recipients

All CTE Regions (led by CTE Regional Coordinators)

Elements of Needs Assessment Due Feb 1

Required
Regional
(Dec 1)

Labor Market
Alignment*

Educator
Recruitment,
Training, and
Retention

Career Exploration
and Guidance

Programs Size
Scope and Quality

Access and Equity

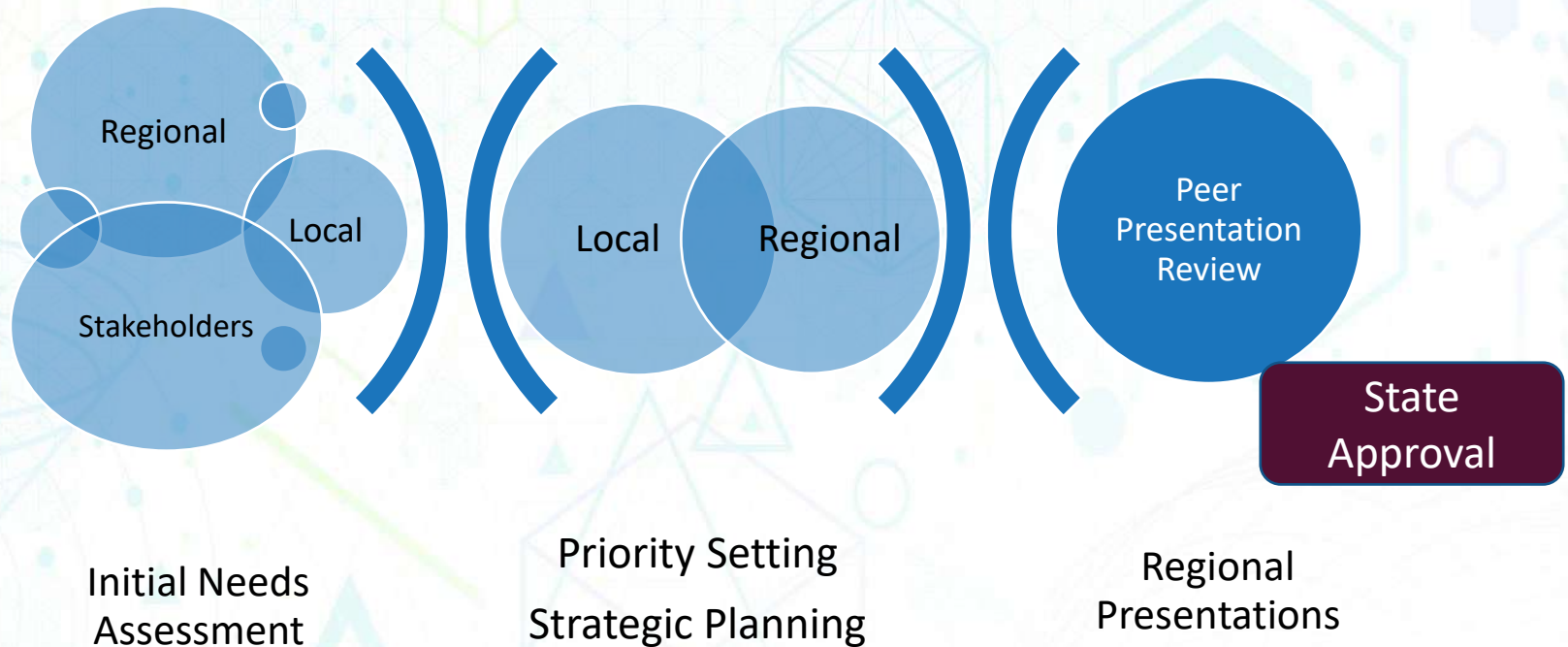
Student
Performance

Implementation of
CTE Programs

CTE Needs Assessment Due Dates & Requirements

Needs Assessment Section	Due Date	CTE Regional Coordinator coordinates for Entire Region	Required for Perkins Reserve Grant (Includes All CTE recipients in region)	Required for Perkins Basic Grant (Consortia, Direct Recipients)	HSS Recipients who have CTE
Labor Market Alignment	Dec 1	X	Use Regional	Use regional	Use regional
Educator Recruitment, Training, and Retention	Feb 1		X	X	X
Access and Equity	Feb 1		X	X	X
Career Exploration and Guidance	Feb 1		X	X	X
Student Performance	Feb 1			X	X
Program size scope and quality	Feb 1			X	X
Implementation of programs	Feb 1			X	X

Process for linking Needs Assessment and Application



One common online tool to enter Needs Assessment and Application

Required Stakeholders:

Representative from Local Business and industry

CTE Administrators

CTE Teachers / School Counselors

Special Education Staff

Students

Parents

STEM Hub Representative / CTE Regional Coordinator

Local Community College Partners

Local adult and youth correction programs representatives

Representatives from agencies serving out of school youth

Indian Tribal organizations

Homeless youth coordinator

Representatives of special populations

Needs Assessment is a Process Not a One Time Event

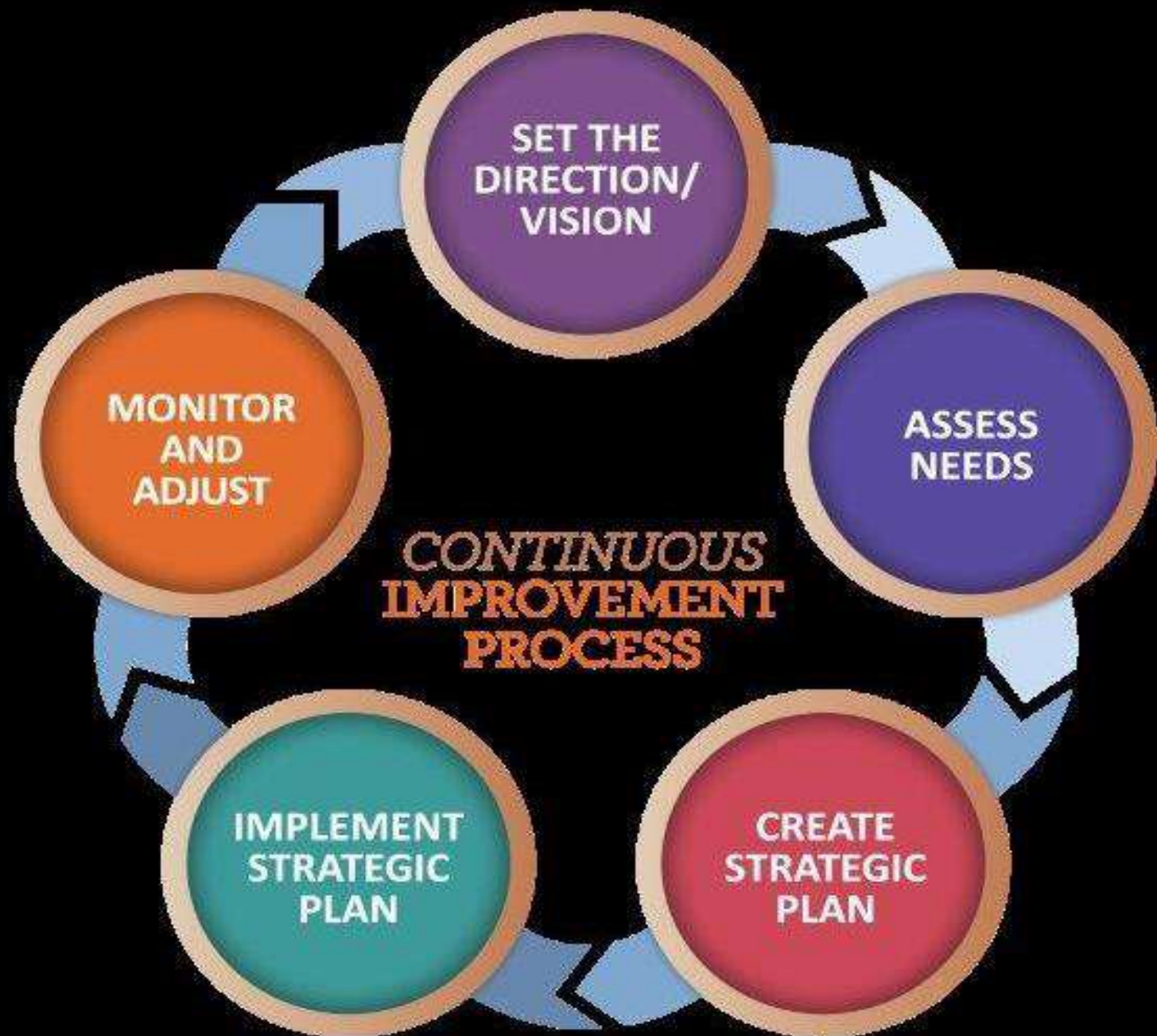
Principles to Guide Stakeholder Engagement

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	See stakeholder engagement as a continuous process involving ongoing dialogue – not as a one-time, static event.	Ensure 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 systems improve and sustain success.

Needs Assessment Steps:

- 1) Identify a leadership team to plan
- 2) Gather your materials, data, and questions.
- 3) Bring together your stakeholders or use previous and future engagements to review materials, discuss strengths and opportunities, and gather evidence to respond to the guiding questions.
- 4) Summarize your results and set priorities that address your needs.
- 5) Review your priorities through an equity lens.
- 6) Communicate the results broadly

What Stakeholder Engagement Opportunities / Tools Do You Use?



Why is Strategic Planning in CTE so Important?



Objectives

Outcomes

Align career education programs with workforce needs and economic development priorities to grow Oregon's talent pipeline



- Addition of new CTE Programs of Study in areas of high need
- Leveraging of resources and partnerships across workforce development and education
- Collaboration with business /industry
- Updated curriculum and equipment that mirrors industry standards

Strengthen career readiness through career exploration, training, and work-based learning



- Expansion of career exploration and development systems
- Equitable career exposure and training opportunities for students
- Increased employer engagement

Improve CTE Program quality, alignment, and implementation to prepare Oregon learners for further training and the world of work



- Meaningful and relevant CTE offerings
- Strong partnerships between secondary and post-secondary programs
- Expanded accelerated learning offerings
- Increased opportunities for work-based learning
- Improved integration of academic, technical, and interpersonal skills

Engage community in CTE program design and improvement



- Equitable participation and benefit from career and technical education
- Diversified workforce strengthening Oregon's economic competitiveness
- Students, families, and communities involved and engaged in improving career exploration and training
- Increased relevance of learning
- Increased access to local business experts

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Retention

Career Exploration
and Guidance

Programs Size
Scope and Quality

Access and Equity

Student
Performance

Implementation of
CTE Programs

Student Performance

What Perkins Says:

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

What to look at:

- 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

Student Performance Questions

1. Which federal performance accountability indicator targets are you meeting and not meeting at the eligible recipient, Career Cluster and program levels? Does the makeup of CTE educators and program staff reflect the demographics of your community?
2. Are there gaps in performance and opportunity for [special populations](#) groups 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? (Page 5 of the [ODE Comprehensive Needs Assessment Guide](#) has several tools for root cause analysis)
3. How well are learners from different genders, races and ethnicities performing in your CTE programs at the eligible recipient, Career Cluster and program levels?
4. 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?
5. Are there certain CTE programs where special populations are performing above average? Below average? How might the structure, partnerships, supports, and teaching in the high performing programs inform your strategic plan?
6. Which federal accountability indicators are learners in your CTE programs performing better or worse in comparison to non-CTE learners?

Look at section of needs assessment:

What resources/information do you already have?

What resources information do you need?



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Engagement with our CTE Plan

1. Provide public comment on our CTE Performance Targets
2. Provide input into our State Plan
3. Communicate with your school and community about the vision for CTE and your needs and goals



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Questions

Contacts:

Laura Foley (CTE) Laura.Foley@state.or.us

Jennell Ives (CTE) Jennell.ives@state.or.us

Cassie Medina (HSS) Cassie.Medina@state.or.us

[CTE Regional Coordinator](#)

[Perkins V ODE webpage](#)

[Input to CTE State Plan](#)

Equity and Access

What Perkins Says:

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. Perkins V Section 134 (c)(2)(E)

What to look at:

- **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**

Equity and Access Questions

1. Which population groups are underrepresented in CTE Programs?
2. How effective have you been in recruiting diverse populations of learners into your programs? Which efforts at recruitment have been most effective?
3. Are there additional enrollment discrepancies related to high-wage, high-skill and in-demand occupations?
4. What barriers currently exist that prevent identified populations of learners from accessing your programs?
5. How effective are your current differentiated accommodations, modifications and supportive services to ensure success of special population groups?
6. How well do you involve students in improving equitable practices in CTE programs?

Program Size, Scope, and Quality

What Perkins Says:

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. 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, [KC1] and to intentionally prepare the student for his/her next step on a complete and robust career pathway, whatever that next step may be.

What to look at:

- 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 skills of learners entering workforce
- Results of Survey/interview of CTE students about the quality of their CTE experience
- Program Quality Rubric results by program

Program Size Scope and Quality Questions

1. How do the number of programs of study offered compare to student and community interests and needs based on surveys or stakeholder engagement meetings?
2. Availability of CTE programs: How easy is it for students to enroll in the CTE programs you offer as an aggregate?
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?
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)?
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?
7. If class size is high, are you offering a sufficient number of courses, and course sections, within programs?
8. How well do you implement a continuous improvement process for CTE programs?
9. List any programs that are no longer fulfilling a community need that may need to be transformed, terminated, or invested in to align with current workforce and community needs?

Implementation of CTE Programs

What Perkins Says:

The law requires local eligible recipients to evaluate the progress they have made in implementing high-quality CTE programs and moving toward full program of study implementation. This section should explicitly cover all the core elements required in your state for a state-approved program of study, such as course sequences, early postsecondary opportunities, industry-recognized credentials and work-based learning Perkins V Section 134 (c)(2)(B)(i)

What to look at:

- **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**

Implementation of CTE Questions

1. How fully are/is your program aligned and articulated across secondary and postsecondary education? Where do you need to strengthen connections between secondary and postsecondary CTE?
2. How well are you structuring CTE programs so that students have multiple entry and exit points? What barriers exist for learners who may transition into or out of your institution(s) and/or program in terms of participating and continuing with CTE programs?
3. How well does your program support building skills to enter the world of work (career readiness) through work-based learning experiences, earning of industry recognized credentials, or the earning of postsecondary credit relevant to their next steps? 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?
4. To what degree are business and industry partners involved in the current program of study development and delivery? Where do you need to strengthen connections to business and industry partners?
5. How integrated is the learning in your CTE programs with academic, technical, and employability skills? What are the biggest areas of need based on your student performance data and community input?

Labor Market and Systems Alignment

What Perkins Says:

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

What to look at:

**The results of the Regional Labor Market and Systems Alignment Needs Assessment
(contact your CTE Regional Coordinator for more information)**

Labor Market and Systems Alignment Questions

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

Recruitment, Retention and Training of CTE Educators

What Perkins Says:

The law requires local 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. Perkins V Section 134 (c)(2)(D)

What to look at:

Regional CTE Priorities from Labor Market Analysis

Data on faculty, staff, administrator, counselor preparation, credentials, and demographics

Data on professional development, mentoring and externship opportunities

Findings from surveys/focus groups of educators needs and preferences

Current list of CTE Programs in the region

Data on retention and teacher shortage areas

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

1. How likely are you to have the faculty and staff needed to offer high-quality programs of study based on future CTE program growth? 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?
2. Does the makeup of CTE educators and program staff reflect the demographics of your community?
3. What processes are in place to recruit and retain new instructors and staff particularly from diverse backgrounds?

Career Exploration and Guidance

What Perkins Says:

The law requires local eligible recipients to describe their organized system of career guidance that will allow career information, exploration and career development activities before and while participating in CTE. Perkins 134(b)(3)

What to look at:

- **List of student leadership and Career-Technical Student Organization (CTSO) opportunities in school, district and/or region**
- **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, exposure, and workbased learning**
- **List of local and regional partners who provide career exploration and guidance support**
- **Other regional data or training around career exposure, career fairs, camps, WBL, and partnerships**
- **Data on career exposure and impact on student success (local, regional, national and historical research)**

Career Exploration and Guidance Questions

1. Are there transition programs or services for learners?
2. Do all students in your take a career and/or college exploration course sometime during their educational experience?
3. Do all students have the opportunity to participate in career related learning experiences that are meaningful to their goals?
4. How well does your region provide equitable access to career exploration and development activities? What opportunities could your region provide to have a broader range of students, youth, and adults participate in career exploration and development?
5. Who is having opportunities to participate in work-based learning? Where are the opportunities for growing work-based learning experiences?
6. How well does your region support an organized system of career guidance and academic counseling before and during CTE? What are the gaps in the support for career and academic advising/counseling in your region?
7. 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?



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Getting Ready for Strategic Planning

Strengths

Gaps

Priorities

Review through Equity Lens

Goals and Outcomes

Needs Assessment and Application Timeline

CTE Needs Assessment and Application Timeline

- | | |
|---|--------------------|
| • Release Regional Needs Assessment Guide | Sept 30 |
| • Release of Local Needs Assessment Guide | Week of October 14 |
| • Labor Market Alignment Due | Dec. 1 |
| • Local Needs Assessment Due | February 1 |
| • CTE Strategic Plans Basic And Reserve Presented to Peer Group | TBD |
| • Basic and Reserve Plans Approved by State | At Peer Review |
| • Basic and Reserve Plans Adjusted and Submitted | Negotiated Date |
| • Perkins Annual Action Plan and Budget | June, 30 |